DOCUMENT RESUME

ED 462 772 EC 308 834

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TITLE	Technical Assistance, Dissemination, Parent Information, and State Improvement. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2001.
INSTITUTION	ERIC Clearinghouse on Disabilities and Gifted Education, Arlington, VA. ERIC/OSEP Special Project.; Council for Exceptional Children, Arlington, VA.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
ISBN	ISBN-0-86586-392-X
PUB DATE	2001-00-00
NOTE	198p.; For the Fiscal Year 2000 edition, see ED 450 509.
CONTRACT	ED-99-CO-0026
AVAILABLE FROM	ERIC Clearinghouse on Disabilities and Gifted Education. ERIC/OSEP Special Project, 1110 North Glebe Rd., Arlington, VA 22201-5704 (Stock no. R5494). Tel: 800-328-0272 (Toll Free); Tel: 703-620-3660; Fax: 703-620-4334; e-mail: ericec@cec.sped.org; Web site: http://ericec.org.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Change Strategies; Compliance (Legal); *Disabilities; Early Childhood Education; Early Intervention; Education Work Relationship; Educational Practices; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; Grants; Information Dissemination; Knowledge Base for Teaching; *Parent Education; Preschool Education; Professional Development; Program Descriptions; Program Improvement; Research and Development; *Special Education; State Federal Aid; State Programs; *Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS	Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

ABSTRACT

This book is a directory that describes about 1,100 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This third volume of four total, describes projects concerning technical assistance and dissemination, parent information, and state improvement. The Technical Assistance and Dissemination program provides technical assistance and information, through mechanisms such as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention, educational, and transitional services, and programs that address systemic change goals and priorities. The Parent Training and Information program aims to better meet the needs of parents, particularly underserved parents and parents of children who may be inappropriately identified and to assist parents in understanding the effective use of procedural safeguards under the IDEA. The state improvement program assists state educational agencies and their

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partners in reforming and improving their systems. The projects are grouped by funding competition and include contact information. Four indexes are provided: project directors, organizations, state, and subject. (CR)

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ED 462 772

DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER
THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2001

TECHNICAL ASSISTANCE, DISSEMINATION, PARENT INFORMATION, AND STATE IMPROVEMENT

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2001

TECHNICAL ASSISTANCE, DISSEMINATION, PARENT INFORMATION, AND STATE IMPROVEMENT

PREPARED BY
RAY ORKWIS, JUDI DECARME, AND JEANNE GLOVER
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
RESEARCH TO PRACTICE DIVISION

OSEP Discretionary Projects: **Technical Assistance, Dissemination, Parent Information, and State Improvement**
ISBN 0-86586-392-X

Published 2001 by
The Council for Exceptional Children
1110 N. Glebe Road, Suite 300
Arlington, VA 22201-5704

Stock No. R5494

This publication was developed by the ERIC/OSEP Special Project, which is operated by the ERIC Clearinghouse on Disabilities and Gifted Education, under Contract ED99CO0026 between the Council for Exceptional Children and the Office of Special Education Programs (OSEP), U.S. Department of Education. The ERIC Clearinghouse on Disabilities and Gifted Education is operated under a contract with the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The contents of this publication do not necessarily reflect the views of OSEP, OERI, or any other agency of the U.S. government.

TECHNICAL ASSISTANCE, DISSEMINATION, PARENT INFORMATION, AND STATE IMPROVEMENT

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INTRODUCTION

This directory, which is presented in four separately published sections, describes almost 1,100 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the original IDEA, but for the purposes of this directory, they are grouped into four sections representing the seven program areas of IDEA, Part D:

1: **Research, Innovation, and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, Parent Information, and State Improvement** (which covers three programs: *Technical Assistance and Dissemination*; *Parent Training and Information*; and *State Improvement Grants*)

4: **Technology and Media Services**

This section of the directory, "Technical Assistance, Dissemination, Parent Information, and State Improvement" presents projects categorized in the following three discretionary programs: *Technical Assistance and Dissemination: Parent Training and Information;* and *State Improvement Grants*. The Technical Assistance and Dissemination program provides technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and programs that address systemic-change goals and priorities. The Parent Training and Information program aims to support parent training and information centers to carry out activities that meet the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified; and to assist parents to understand the availability of, and how to effectively use, procedural safeguards under the IDEA. The State Improvement program assists state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

Within this section of the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

TECHNICAL ASSISTANCE AND DISSEMINATION

84.086C
Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts, Particularly Students with Severe Disabilities, as a Part of Systemic Education Reform

Grant Number: H086C970005

Working to Scale in Urban Schools: The National Urban Institute for School Improvement

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Beginning Date: 10/01/97
Ending Date: 9/30/02

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Purpose: Through networking, technology, action research, information systems, professional development schools, model building, consensus, and dissemination, this project will support urban communities and families to build their capacity for sustainable, successful inclusive schools.

Method: Using special education as a galvanizing agent, the Institute will develop three centers of activity: a Research Synthesis Center, studying effective schooling practices and outcomes, urban life and culture, and community stakeholders. The Implementation Center will study the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams. The Marketing, Dissemination, and Utilization Center will study school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

Products: Over the five years of the grant, the three centers of the Institute will focus on various outcomes. The Research Synthesis Center intends to incorporate theory and research findings about the inclusion of students with disabilities into systemic educational reform efforts, including efforts to improve education in multicultural environments. The Implementation Center will support the continued improvement of inclusive urban schools through assets mapping, continuous school improvement processes, and professional development schools. The Marketing, Dissemination, and Utilization Center intends to link, inform, and strengthen national networks of parents, education professionals, and advocacy groups interested in pursuing inclusion of students with disabilities as a component of systemic educational reform in urban districts.

84.326A
Linking Policy and Practice Audiences with the 1997 Amendments of IDEA

Grant Number: H326A980004

Family and Advocates Partnership for Education

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: PACER Center will establish the Families and Advocates Partnership for Education as a strong partnership linking together families, advocates, and self-advocates to focus on the implementation of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, including Part C. This partnership, representing the needs of 5.8 million children with disabilities, focuses on the target audiences of students receiving special and general education, their family members, and disability advocacy organizations. The goals of the project are: 1) to inform and provide support to families and advocates through a partnership among families and disability organizations; 2) to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing the involvement of parents and disability advocates in children's programs; and 3) to maintain effective and efficient networking, marketing, and outreach activities that ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels.

Method: To achieve the first goal, the project will link with over 1,500 advocacy organizations around the nation representing children in special education as well as those in regular education. A group of 11 core partners will be actively involved in developing a coordinated system of communication to facilitate information exchange, promote networking, leverage resources, and ensure that families and advocates across the nation have a voice in the implementation of the IDEA Amendments of 1997. To achieve the second goal, each core partner will identify strategies to reach underserved and underrepresented families and advocates to ensure that they receive appropriate and up-to-date information on best practices as well as to provide feedback to researchers. To achieve the third goal, the project will provide representation and continual input from families and advocates to the Linking Policies and Practices (LPP) Coordinating Committee. Core partners will identify additional national and community groups, including business partners, who are stakeholders in the education of children to become a part of the partnership and provide outreach to families and advocates. The 11 core partners include: 1) the National Technical Assistance Alliance for Parent Centers, which coordinates technical assistance delivery to all 78 federally funded IDEA parent and information centers, including the Community Parent Resource Centers, in the U.S. through four regional centers; 2) Federation of Families for Children's Mental Health (FFCMH), a national parent-run organization for families of children with emotional, behavioral, or mental disorders; 3) Academy for Educational Development (AED), which operates the National Information Center for Children and Youth with Disabilities (NICHCY), the National Transition Alliance, the Federal Resource Center for Special Education, the National Institute for Work and Learning, and other projects, which reach over 80,000 parents and advocates annually; 4) the Center for Law and Education (CLE), a national advocacy organization dedicated to improving the quality of education for all children and youth, particularly those from low-income families, which operates three national projects: Title I and School Advocacy Reform Project, Vocational Education High School Reform Project, and Educational Rights for Students with Disabilities; 5) Family Voices, a grassroots national network speaking on behalf of the 12.6 million children with special health care needs in the U.S.; 6) National Down Syndrome Congress (NSDC), which has 600 parent groups in all 50 states and over 10,000 members; 7) National Council on Independent Living (NCIL), which provides information and assistance to more than 450 Centers for Independent Living in every state; 8) National Coalition for Parent Involvement in Education (NCPIE), which is a coalition of over 70 national organizations that have been working together to foster family, school, and community partnerships, and which represents the leaders in regular education and has the potential to disseminate information to 3 million people; 9) National Indian Child Welfare Association (NICWA), which assists American Indian families on reservations and throughout the country and provides information on policies and legislation, training, and technical assistance to all tribes including information regarding schools and IDEA; 10) Fiesta Educativa, which assists Latino and Spanish-speaking families in urban and rural areas; and 11) National Association for Parents of the Visually Impaired, which has members in every state.

Products: An ongoing needs assessment among the core partners will provide continual input from families and advocates. Information will be provided through the latest technology, including a partnership World Wide Web site, e-mail, yearly train-the-trainers conferences on IDEA, standardized curricula, and a toll-free information number for technical assistance to families. Core partners will provide a yearly work plan that outlines a needs assessment, communication strategies with constituents, and an outreach plan to ensure that the needs of underserved and underrepresented families and advocates are heard. Over 1 million families, advocates, and self-advocates have the potential to be reached each year. The project will identify existing databases on best practices and develop a new database on the World Wide Web, and will provide information and linkages for research projects. A team of experts will provide technical assistance for a broad-based media and marketing campaign to promote public awareness of the 1997 IDEA Amendments and improved outcomes for children.

Grant Number: H326A980005

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators (ILIAD) Partnership

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The vision of the ILIAD is three-fold: 1) to provide accurate information related to the successful administration of IDEA '97 to every school/early intervention site in the U.S.; 2) to assure responsive systems are in place for facilitating implementation of IDEA '97; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities. The eight goals of this project are the following: 1) increase the knowledge of local administrators (primarily principals, local directors of special education and pupil personnel, early childhood coordinators, superintendents, and curriculum supervisors) about the range of options for meeting the legal requirements of IDEA 97 Amendments and regulations through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts (reaching at least 100,000 administrators); 2) establish a technical assistance/materials development and evaluation process, creating high quality products, explanations of legal requirements, and strategies for enhancing site-based management of IDEA in at least 7,000 school districts; 3) accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross- functional teams and IDEA Spotlight Implementation Sites; 4) provide guidance to administrators in at least 4,000 districts concerning school-wide models for implementing IDEA, including recommendations for positive behavioral supports, accommodations, fully supported inclusion, due process procedures, assessment, assistive technology, accessing the general education curriculum, collaboration among general and special educators, interagency fiscal coordination, enhanced family involvement, and other areas; 5) prepare state and local representatives and establish rapid-response systems (including World Wide Web site information and discussion groups, and ultimately at least 6 regional cadres of cross-disciplinary trainers); 6) promote site-based IDEA leadership models with effective administrator/staff leadership, professional development activities, and collaboration among principals and Directors of Special Education and general and special educators in at least 4,000 school districts; 7) develop an IDEA Administrator's Resource Network of at least 100 administrators to match needs with leaders and emerging experts; and 8) assure that models and mechanisms are in place for continual improvement and ongoing support.

Method: The Council for Exceptional Children (CEC), the Council for Administrators in Special Education (CASE), the National Association of Secondary School Principals (NASSP), the Urban Special Education Learning Collaborative (USELC), the National Alliance of Black School Educators (NABSE), the American Association of School Administrators (AASA), and the Council of Great City Schools (CGCS) will work cooperatively with other associations to address the needs of their members and other administrators regarding the implementation of the IDEA Amendments of 1997. Through this partnership, and the relationship with the other Linking Policy and Practices (LPP) Partnerships and the LPP Coordinating Committee, the project will provide local administrators with the knowledge and skills they need to guide implementation of the changes that IDEA '97 requires. The Linking Policy and Practices Coordinating Committee (LPPCC) will: 1) provide technical assistance and develop materials to assure clarity, practicality, accuracy, consistency of messages, and efficient use of resources across the partnerships; 2) provide partnerships with timely information, including information on pertinent research; 3) implement an expert review process reviewing materials for technical accuracy, practicality, and clarity; 4) implement a joint marketing, training, outreach, and dissemination plan; and 5) conduct a communications campaign highlighting the implementation of research-based practices to increases public awareness of effectiveness and outcomes of those practices. To implement the ILIAD, primary and associate partners will form an affiliation of fluid, cross-functional teams to enhance project decision making, problem solving, and resource development. The project goals will be operationalized in the following phases: Phase 1: Developing & Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality & Program Improvement; and Phase 4: Establishing Models for Continual Support and Improvement.

Products: By the year 2003, the project will result in: 1) students with better access to the general education curriculum, 2) special education teachers and other service providers collaborating in an educational environment that is supportive of their needs for both professional development activities and for timely information disseminated in multiple formats, and 3) administrators with information, strategies, and supports to assist them in their roles in implementing IDEA '97. The project includes four major components supporting local administrators' roles in implementing IDEA '97: 1) materials development and information dissemination, 2) the creation of rapid-response systems using cross-association networks through collaboration with six implementation sites, 3) use of multiple electronic linkages, and 4) leadership and capacity development within school districts. The project will provide multimedia materials to every elementary, middle, and secondary school and a substantial number of early intervention programs in the U.S., and create a critical mass of school districts that are implementing effective, research-based instructional practices. Technical assistance will be provided to individual schools and school districts through a mechanism which allows for site-based management and control: regional cadres of cross-disciplinary trainers will provide technical assistance through satellite broadcasts, World Wide Web site discussion groups, videotape vignettes, on-site consultations, and state, local, and national presentations, with at least one event each quarter throughout years 1-5. It is anticipated that for each project year, one multi-media package, one trifold brochure, and five to eight medium-sized (10-15 page) documents or equivalent will be produced.

Grant Number: H326A980006

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)

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Website: http://www.ideapractices.org

Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The vision of ASPIIRE is three-fold: 1) to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States; 2) to assure that responsive systems are in place for facilitating implementation of IDEA; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities.

Method: The Council for Exceptional Children (CEC), the National Education Association (NEA), the American Federation of Teachers (AFT), the American Occupational Therapy Association (AOTA), the National Association of Educators of Young Children (NAEYC), the CEC Division for Early Childhood (DEC), the National Association of School Psychologists (NASP), the American Speech-Language-Hearing Association (ASHA), and the American Vocation Association (AVA) will work with other national associations to facilitate the implementation of IDEA and effective instructional practices for young children and youth with disabilities. To implement ASPIIRE, primary and associate partners, building upon their existing resources and established networks, will form an affiliation of fluid, cross-functional teams to enhance project decision-making, problem solving, and resource development. ASPIIRE's goals will be operationalized in the following phases: Phase 1: Developing and Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality and Program Improvement; and Phase 4: Establishing ASPIIRE Models for Continual Support and Improvement. The project will collaborate with other Linking Policies and Practices (LPP) Partnerships and the LPP Coordinating Committee to enhance outreach and widespread dissemination to the 3 million educators and related service professionals throughout the U.S.

Products: By the year 2003, students will have better access to the general education curriculum, and special education teachers and other service providers will collaborate in an educational environment that is supportive of their needs for professional development activities and for timely information disseminated in multiple formats.

Grant Number: H326A000001

The Policymaker Partnership

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The goal of this project is to enhance the capacity of policy makers to act as informed change agents in improving educational results for children with disabilities. The National Association of State Directors of Special Education (NASDSE) will continue the Policymaker Partnership for Implementing IDEA '97, a project that links policymakers as partners working together to contribute to the successful implementation of the IDEA 1997 Amendments, thereby improving educational results for children with disabilities. The project will continue to conduct the four strategic objectives: 1) to develop and implement collaborative processes for the operation of the Partnership Coordinating Committee (PCC) and the Policymakers' Partnership (PMP) that will sustain all partnerships beyond the term of the project; 2) to engage, with other Partnership Coordinating Committee (PCC) members, in a communication/marketing/media campaign that demonstrates positive educational results for children with disabilities based on research and best practices; 3) to develop cross-partner exploration of IDEA issues, capture the interchange in policy-relevant products, disseminate essential implementation information based on research, and meet the identified needs of PMP constituent groups; and 4) to develop and sustain information, technical assistance, and support networks within and across partnerships, including primary partners, supporting partners, linking partners, OSEP, the other IDEA Partnerships, and consumers.

Method: This partnership is operating among associations and other entities so that they can contribute to the successful implementation of IDEA, including Part C. The Policymaker Partnership provides represented constituency groups with research-based information, support, and technical assistance that will assist in: 1) reviewing and revising policies addressing the education of students with disabilities to align them with goals of IDEA '97; 2) developing systems change strategies for implementing IDEA '97 in the context of general education reform; and 3) administering and managing systems change for implementation of IDEA '97 over time in the context of general education reform. The PMP works within and across the other three partnership audiences along with the Coordinating Committee in order to comprehensively assist and support all partnerships. The primary audiences for the Policymaker Partnership are governors, general/special education policymakers, curriculum developers, mental health agencies, university administrators, and faculty who enact legislation, promulgate rules, and/or oversee the implementation of special education and related services to infants, children, and youth with disabilities within school and early intervention programs.

Products: A policy partnership that focuses on the information and technical assistance needs of these key groups will improve implementation of IDEA '97 by focusing policymakers on the impact of policy decisions on students with disabilities. The work of the primary, supporting, and linking partners is pursued through cross-partner communication including, meetings, retreats, electronic communication and response channels, private World Wide Web site links, and monthly print updates.

84.326C
Projects for Children and Young Adults Who Are Deaf-Blind

Grant Number: H326C990001

The Kansas Project for Children and Young Adults Who Are Deaf Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to ensure that 125 identified children and young adults (birth through 21 years) with deaf-blindness, their families, and their educators will receive technical assistance and services that reflect effective educational practices in general education and community environments based on identified needs.

Method: The goals of the project are intended to certify children who are deaf-blind; expand the current system of local capacity building through a consultant network; expand interagency transition teams; maintain a trainer of trainers model (birth to five); develop a parent and family network; continue to acquire, develop, and disseminate products that contain proven effective educational service delivery; and maintain an active advisory board. These efforts will be enhanced through the Kansas Improvement Plan for Special Education in collaboration with other agencies responsible for providing services to all stakeholders including various state department agencies, state schools for the blind and for the deaf, local education agencies, and university training programs.

Products: The outcome of these collaborative arrangements will directly impact the lives of students and their families, as well as effect system change at local and state levels that will be documented through an extensive evaluation system.

Grant Number: H326C990002

Technical Assistance and Training for Service Providers of Children with Deafblindness in Delaware

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will address the critical technical assistance and training needs in providing services to infants, toddlers, children, and youth with deaf-blindness throughout Delaware, as identified by families, educational and related personnel.

Method: The project will facilitate activities that will address these goals: 1) Every child with deaf-blindness from birth through 21 years will have access to and information regarding services within Delaware; 2) Families will have knowledge and skills to be equal participants in the educational planning and programming for their children with disabilities; 3) Formal personnel preparation programs will be established within the state to increase the number of teachers and related personnel, qualified and certified, to serve students with deaf-blindness from birth through 21 years, and their families; 4) Direct service personnel, in collaboration with families, will develop, implement, and evaluate appropriate educational plans for children with deaf-blindness that reflect best practices; and 5) The Delaware Program for Deafblind Children's Resource Team will demonstrate skills that reflect current best practices. Activities will include family support groups that will be facilitated by a trained counselor who is the parent of an adult daughter with deaf-blindness. Family coordinators will plan family activities, including single day and weekend trainings. Individual and group training and consultation will be based on needs identified by the families and providers, representing homes, 28 educational settings, and 16 school districts serving children statewide. Accommodations and support services will be identified and provided to ensure equal accessibility and participation.

Products: The project provides support for qualified resource personnel to give systematic and ongoing technical assistance to the classroom staff, administrators, families, and other providers serving the 58 children who are deaf-blind in Delaware. Products will include: weekly resource team reports; training; technical assistance; resource materials; resource library; and newsletters.

Grant Number: H326C990003

New Jersey Technical Assistance Project — "Educational Resources and Support Services on Behalf of Children with Deafblindness"

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This interagency initiative of the New Jersey Department of Education will coordinate and unify resources to provide inservice support, technical assistance, and other support services regarding the education of children and youth with deaf-blindness. Global initiatives of this project are: 1) the promotion of education in natural environments/inclusive settings that support full participation and citizenship; and 2) the promotion of effective practices based on current research representing areas of identification, assessment, education, and habilitation. These practices include functional peer-referenced curriculum, assistive technology to include augmentative/alternative communication, positive approaches to challenging behaviors, and alternative methods to traditional assessment.

Method: N.J. TAP provides a full range of support services to families as well as personnel from educational programs and/or other service providers. These services include information and resources, technical assistance, and inservice support intended to facilitate the delivery of quality services for infants, toddlers, children, and youth with deaf-blindness and to assure implementation of the Individuals with Disabilities Education Act. The project will promote educational/habilitative technical assistance that is anchored to individual students and their families utilizing a child/family-centered approach that is culturally sensitive and meets individual needs and preferences. The project will coordinate statewide collaborative initiatives regarding the transition of young adults from school to adult life and facilitate systems change on a state and local level through capacity building and the infusion of issues related to deaf-blindness across school reform initiatives. The New Jersey Technical Assistance Project (N.J. TAP) will continue previously established partnerships with the New Jersey Commission for the Blind and Visually Impaired (CBVI) and The Prism Organization, Inc., the statewide organization for families of children with deaf-blindness.

Products: The project will disseminate information and resources regarding research-based practices in education and related issued essential to enhancing the quality of life of individuals with deaf-blindness in newsletters, brochures, parent's guides, network guides, and a World Wide Web site.

Grant Number: H326C990004

Idaho Project for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to enhance the quality of educational and community-based services for infants, toddlers, children, and young adults in Idaho who are deaf-blind.

Method: The goals of the project include identification of infants, toddlers, children, and youth in Idaho who are deaf-blind; building capacity of families to enhance their children's education and development; increasing the capacity of teachers and other service providers to provide quality educational, transitional, and related services; and creating a process to gain community oversight, coordination, and collaboration at the state and local level. Project activities to support service providers and families include an in-state Transdisciplinary Team and access to other qualified consultants.

Products: Products include a quarterly newsletter; the project's World Wide Web page; fact sheets; a parent resource directory; a video and materials lending library; trainings for teachers, paraprofessionals, and support personnel; and an annual parent conference.

Grant Number: H326C990005

Kentucky Services for Children Who Are Deafblind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goals of this project are to identify all children in the state who are deaf-blind; to provide training and technical assistance to improve the quality of early intervention, special education, related services, and transitional services; and to enhance the state's capacity to improve outcomes for children ages birth to 21 who are deaf-blind and their families in inclusive environments with programs designed to lead toward full community participation.

Method: The project is an integrated effort by the State Education Agency (SEA) through the Division of Exceptional Children Services (DECS) and the Division of Extended Learning Services (DELS). DECS will provide overall management to assure that local services for children who are deaf-blind are fully integrated in programs that serve students with and without disabilities. Through a collaborative arrangement with DECS, the University of Kentucky Deaf-blind Project will provide identification, collaboration, family support, training, and technical assistance to families, schools, and agencies serving children who are deaf-blind. This project will also closely coordinate with the lead agency in Kentucky for Part C: the Cabinet for Health Services. The project will also work to collaborate with agencies statewide to facilitate systems change efforts for students who are deaf-blind; to provide technical assistance on behalf of students on the Kentucky Deafblind Census in order to improve student outcomes; to coordinate preservice and inservice training regarding deaf-blindness as part of Kentucky's Comprehensive System of Personnel Development and State Improvement Grant; and to coordinate transition planning through person-centered planning processes.

Products: Approximately 168 Kentucky children who are deaf-blind, their families, and service providers across the state will be served through this project. The project will ensure that children and young adults who are deaf-blind have access to high quality education that prepares them for employment and independent living, that infants and young children (birth to three) and their families will receive comprehensive early intervention services, and that best practices are infused into all services to assure that there are improved results for children and young adults who are deaf-blind.

Grant Number: H326C990006

Alaska Dual Sensory Impairment Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goals of this project are the following: 1) to provide technical assistance, training, and information that enhances the early intervention, special education, related services, and transition services needs of children with deaf-blindness; 2) to promote system change through enhancing local and state capacity in improving services for children with deaf-blindness and their families; and 3) to develop and implement procedures to evaluate the impact of the project's activities on services and outcomes for children with deaf-blindness and their families.

Method: This statewide project will provide technical assistance to local education agencies, infant learning programs, families, and others responsible for educating children and young adults with deaf-blindness. Technical assistance will be provided through an array of services including site visits by staff experienced in deaf-blindness; support to attend trainings specifically addressing effective practices in deaf-blindness; promotion of home-school partnerships and collaborative teaming; and access to a parent navigator, an extensive lending library, resources, and information.

Products: Information will be disseminated about dual sensory impairment (DSI) services and deaf-blindness (DB) through a World Wide Web site providing current information about DB, DSI services, and links; a pamphlet and a revision of the current brochure about DB, services, and local and national information; a parent resource handbook revised to update information for newly referred families; a DSI Services newsletter, called Keeping in Touch; and an Usher screening brochure.

Grant Number: H326C990007

Arkansas Project for Children with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: The goals of this deaf-blind services project include the following: to identify systemic change and school reform objectives; to increase the local capacity to provide appropriate services; to increase parent/family satisfaction; to promote school reform and systemic change; to maintain a state registry of children who are deaf-blind; and to continuously monitor the effectiveness of project activities.

Method: The activities of the project will include collaboration with state and local education agencies, institutions of higher education, service providers, and the state parent groups and other agencies to provide specialized technical assistance in the areas of quality indicators, identification, alternate assessment, best practices, and other areas of need. Evaluation will consist of follow up with participants, review of Individualized Education Programs, consumer satisfaction surveys, and workshop evaluations.

Products: Products will include a World Wide Web page with links to local and national resources on deaf-blindness, a newsletter, an e-mail distribution list, technical assistance, and training. The World Wide Web page will be available to all service providers and families with Internet access, and mail-outs and newsletters will be available to those persons without Internet access. Distance learning through the use of compressed video will be available statewide through the Arkansas Department of Education and the 15 regional education service cooperatives.

Grant Number: H326C990008

Georgia Deaf-Blind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goals of this project are to promote systems change; increase local capacity to serve students with deaf-blindness; and provide statewide technical assistance to children with deaf-blindness, their families, and service providers.

Method: The objectives of this project are to: 1) locate and identify children with deaf-blindness and maintain a deaf-blind census (including addressing statewide screening); 2) promote systems change through collaboration with State Improvement Grant activities (in areas such as training, inclusion, parent-school partnerships, and transition); 3) build statewide local capacity (through advisor training, best practice sites, and preservice training); 4) provide early intervention technical assistance and early transition services to infants and young children with deaf-blindness, their families, and service providers (through weekly in-home visits and monthly transition services); and 5) provide technical assistance to children with deaf-blindness, their families and service providers through on-site consultation, trainings, and referrals; provide related services through bimonthly in-home visits; and develop family and sibling groups and networks.

Products: The project will disseminate information through its World Wide Web site, newsletter, monograph production, and its loaner bank.

Grant Number: H326C990009

Indiana Deafblind Services Project: State Technical Assistance and Training Project to Provide Services in Collaboration with Other Providers to Children and Youth with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goal of this project is to improve the quality of technical assistance services and thereby result in more productive outcomes for children who are deaf-blind. The statewide technical assistance project will enhance the communication, education, vocation, and inclusion of the 214 identified Indiana infants, toddlers, children, and youth who are deaf-blind. Match Maker Project: This project consists of a model using interactive media designed to enhance travel and orientation skills of learners who are deaf-blind and have multiple disabilities within contextual environments. By focusing on concerns about travel and orientation for these learners, the project will address the lack of professional training resources pertinent to this population. Project goals will focus on developing, piloting, replicating, and disseminating materials that will provide support for training and decision-making of teams for these learners. A consortium of five states has committed to implementing the goals, objectives, and activities of this project.

Method: The project will provide technical assistance, including site-based consultation, small- and large-group training, and support to Indiana families and service providers. Project objectives and activities include: 1) family/educator partnerships; 2) research-based effective practices in the delivery of technical assistance and training; 3) accountability systems that demonstrate student proficiencies; 4) opportunities for youth to secure meaningful employment; 5) collaboration activities which are capacity building and are infused into state/local systems; and 6) the development and dissemination of materials reflecting effective practices.

Products: The project will develop and disseminate Usher training materials, videotape(s) on special topics in deaf-blind education, newsletters, transition/job development materials, World Wide Web-based course materials on vision and deaf-blindness, and indicators for successful collaboration between special and general education professionals.

Grant Number: H326C990011

Alabama Deaf-Blind Project to Provide Technical Assistance and Statewide Census for Persons Who Are Deaf-Blind

Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Alabama Deaf-Blind Project will continue to utilize the strong interagency collaborative foundation established in a previous project and further build on the capacity of state and local agencies to facilitate the achievement of improved outcomes by children who are deaf-blind and their families. The successful completion of project activities will support systemic change and school reform in the state via strong collaborative efforts between the Alabama State Improvement Grant (SIG), local school districts, parents, and service/educational programs.

Method: This project will utilize a multiple track service delivery model to deliver appropriate technical assistance (TA) services across the ages to service providers and parents. The project activities are based on annual need assessments and individual TA requests, and involve strong collaborative efforts among the project, parents, and service/educational programs. All activities are implemented using research-based strategies and techniques. Project objectives will be implemented by a variety of pre- and in-service training activities where effective strategies to work with the targeted population in natural environments are demonstrated.

Products: Products will include such items as procedural manuals, protocols for training/replication, overhead transparencies, CD's, videotapes, and presentation kits utilizing technology tools and best practices/strategies. Products will be user specific with the tools provided ranging from demonstrated strategies to the use of sophisticated technology options, depending on available local resources and TA needs. Project activities will impact all 359 individuals currently on the registry as well as newly identified candidates, all 67 counties in the state, and 131 school districts.

Grant Number: H326C990012

Mississippi Services for Children and Young Adults with Deaf-Blindness

Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to provide technical assistance activities to approximately 140 infants, school-age and transition-age students, their families, service providers, and support organizations throughout the state of Mississippi. The lack of available preservice training programs with an emphasis on deaf-blindness and state-wide, research-based, effective assessment, programming, and support practices for infants, children, and youth with deaf-blindness necessitates the on-going, specialized technical assistance to families and service providers that this project offers.

Method: Project objectives include: 1) identification of eligible participants and the maintenance of the Deaf-Blind Registry and Census Reports as required by federal agencies, for program planning and evaluation purposes; 2) facilitation of systems change, increasing the state and local capacity to determine needs and provide collaborative services and improved outcomes for individuals with deaf-blindness and their families; 3) provision of an array of technical assistance, training, and information dissemination activities to families and local and state agencies/organizations reflecting research-based practices that result in collaborative assessment, appropriate placement, and a network of support services for children with deaf-blindness; 4) management of project activities for effective and efficient implementation of objectives resulting in improved outcomes for children and young adults with deaf-blindness; and 5) evaluation of the cost-effectiveness and impact of project activities on systems change and increasing state and local capacity to provide services resulting in improved outcomes for children with deaf-blindness.

Products: The overall impact and benefit of the project will be a stronger, cost-effective collaborative assessment and service delivery system for infants, children, and youth with deaf-blindness and their families. Additional benefits will be increased capacity of state and local agencies and organizations to achieve outcomes such as improved educational opportunities, social networking, and community living and employment options for individuals with deaf-blindness.

Grant Number: H326C990013

California Deaf-Blind Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project will focus on building local and state capacity to work with children (birth through 21) who are deaf-blind and to support their families. This effort will be accomplished within the context of ongoing school reform which promotes integration of services for children and their families. Match Maker Project: The Match Maker project will focus on the use of technology to enhance the dissemination of information on effective practices for individuals who are deaf-blind. The project will assess the assistive technology (AT) needs of young adults who are deaf-blind to facilitate their acquisition of recommended AT. The project will present annual satellite training programs that focus on available AT for all individuals who are deaf-blind, birth through 21. The training will be aimed at teachers, rehabilitation counselors, designated instructional service providers, families, and administrators. The project will develop a model for assessment, application, and acquisition of AT for the target population that can be used both statewide and nationally and will include a synthesis of federal legislation concerned with disabilities.

Method: Because of the geographic size of the target area and the child count, a trainer-of-trainers model is the most effective approach. Pre-linguistic communication training, especially for infants and preschoolers newly identified as deaf-blind, will be targeted as a major need; regional teams will be trained and supported to assist their regions with training in this area. In addition, local teams will be identified throughout the state, each team composed of a family member, an educator, and a Designated Instructional Services Specialist. These teams will participate in six themed trainings. The training will center on one or more of the following identified themes: 1) curricular adaptations based on best practices at the infant/preschool, elementary, secondary, and transition levels; 2) identification of hearing and vision disabilities in high-risk populations; 3) incorporation of technology in the delivery of services and facilitating interaction among stakeholders; 4) use of alternative assessment procedures; 5) development of multi-modal forms of communication; and 6) promotion of service delivery in inclusive settings and natural environments when appropriate. A major goal of California Deaf-Blind Services (CDBS) is to assist families to network and to become effective advocates for their children. To accomplish this goal, CDBS specialists will form clusters of family members throughout the state to help them become better informed and involved in decisions regarding their children. Each cluster will have at least one family member who participated in the training described above. Longitudinal technical assistance will be provided to students whose teams participate in the major themed trainings, and technical assistance will also be provided in urgent situations to families and/or school programs on an as-needed basis. The project will coordinate and collaborate with local and state agencies for relevant services as well as maintain an advisory board.

Products: Resources and materials will be disseminated via the CDBS World Wide Web site, newsletter, electronic listserv, or through collaboration with other dissemination vehicles.

Grant Number: H326C990014

Florida Outreach Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will collaborate with state agencies to promote systemic changes for children and young adults who are deaf-blind.

Method: The project will focus on seven objectives. First, the project will focus on increasing the deaf-blind census. Current training will be expanded to a training schedule of three two-day workshops per year, to include an annual collaborative team training institute, which will be a series of four two-day trainings to teams, including family members who are working together to improve early intervention, education, or transition of children and young adults who are deaf-blind. Technical assistance will be provided to educators and providers using a person-centered collaborative teaming approach, improving the quality of IEPs to effect better programs. An annual retreat will be conducted as well as a family network and parent information nights in more remote areas of the state. The project will assist the Florida Network on Deaf-Blindness (a consortium of agencies, family members, and persons with disabilities) to form a network of self-advocates, which will include high school-age students. The project will further collaborate with the Part C early intervention providers and the Centers for Autism and Related Disabilities, a consortium of six university-based centers. Finally, the project will use a variety of measures to ensure quality services and to measure systemic and individual changes that result from the project's services.

Products: The project will provide information and referral services through maintaining a resource lending library, publishing newsletters and quarterly updates, and collaborating with minority organizations to ensure language and cultural accessibility.

Grant Number: H326C990015

The New England Center: A Deafblind Technical Assistance Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will build and strengthen a collaborative system that enables infants, children, and youth who are deaf-blind to participate meaningfully in their homes, schools, and communities in Connecticut, Maine, Massachusetts, and New Hampshire. Match Maker Project: This project is a model that combines the goals, resources, and expertise of the New England Center and Massachusetts Department of Education to assure that children who are deaf-blind have equal access to quality educational services. The model will demonstrate a method to provide inexperienced educational teams with technical assistance to develop deaf-blind communications strategies with five children of different ages and their families. The strategies will be evaluated for child change and increased teacher knowledge. Quality indicators of good educational plans and programs will be identified. The model will be developed, implemented, and replicated through a procedure manual and training activities.

Method: Technical assistance objectives aim to better meet the needs of the 388 identified children, ages birth to 22, in over 240 programs in the four states. Technical assistance will include: child identification; inservice training; workshops; evaluations; on-site consultation; resources; parent groups; disability organizations; working with state and local agencies; and working with the business community.

Products: The project will develop strategies on communication, behavior, transition planning, curriculum development, or parent advocacy; materials; and processes that will be used in a variety of educational settings. All training packets and videos will be made available to general education teachers, special education teachers, families, and graduate students and faculty from universities. The project will have a resource library and a World Wide Web site.

Grant Number: H326C990016

Tennessee Technical Assistance and Resources for Enhancing Deaf-Blind Supports

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project responds to the need for providing technical assistance to enhance the capacity of state-level agencies/systems, regional resource directors, local agency directors/administrators, direct support providers, and families to provide research-based, effective practices in appropriate assessment, placement, and support services for all children and youth who are deaf-blind in the state of Tennessee.

Method: The first goal of Tennessee Technical Assistance and Resources for Enhancing Deaf-blind Supports (TREDS) is to promote positive systems change for providing appropriate services for children and youth who are deaf-blind within the state of Tennessee. The focus of efforts will be ongoing networking and collaboration with policy makers and administrators from the state education agency (SEA), local education agencies (LEA), and advocacy and service agencies to increase the knowledge and understanding of these individuals related to key issues in translating research-based, effective practices into appropriate support strategies for individuals who are deaf-blind. The second goal directly addresses the issue of building local capacity to provide and expand appropriate services for children and youth who are deaf-blind. The focus will be on providing training and disseminating information to continually expand the capacity of families, professionals, paraprofessionals, and others to use research-based, effective practices across school, home, and community settings. TREDS personnel will also work to identify key support strategies that can best be implemented to improve the quality of life experienced by people with deaf-blindness. The third goal is to provide technical assistance, individualized support, and training to families, caregivers, educators, and related service providers.

Products: The project personnel will work to document outcomes that will allow for accountability for project objectives (summative evaluation) and the ongoing development and refinement of project activities (formative evaluation). A variety of means will be used to document the timely attainment of TRED's objectives, each tailored to the specific goal and activities.

Grant Number: H326C990019

Hand in Hand in Hand

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project Hand in Hand in Hand will build capacity to ensure success for all infants, young children, students, and youth who are deaf-blind or at-risk for deaf-blindness, in the context of schools and communities. It will ensure early and accurate identification of infants and children, support families through educational planning, enhance local capacity through training and technical assistance, and continue and expand partnerships with other agencies serving individuals who are deaf-blind.

Method: Regional training will be given to early intervention and early childhood service providers, who will be provided with materials about screening and identification of sensory impairments. Families will be supported through involvement in educational planning, access to training opportunities related to the most effective practices in deaf-blind education, family-to-family support, and access to information updates and other dissemination activities. Local capacity will be enhanced through inservice and preservice training and technical assistance programs for educators and service providers of children with deaf-blindness. The project will maintain and expand partnerships with local transition agencies and teams, the statewide early intervention and early childhood technical assistance agency, and other state agencies.

Products: The project will continue the results of previous programs by impacting agencies, providers, parents, and children through training, dissemination, and partnerships. The Hand in Hand in Hand Project will work collaboratively with other entities in the state and is included in statewide technical assistance plans. Project family liaison will continue to be instrumental in disseminating materials connected to the project.

Grant Number: H326C990020

Texas Deaf-Blind Project: Technical Assistance for Children Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project of the Texas Education Agency will expand the effectiveness of the Texas Deaf-Blind Project by creating 20 regional networks throughout the state.

Method: Staff of the centralized Texas Deaf-Blind Project will train and support the 20 regional networks while continuing to lead and coordinate statewide efforts to implement systemic change, provide training, and support families in collaboration with national, state, and regional systems. The project will implement ongoing evaluation procedures to assess the impact of its activities on services and outcomes for children and their families. The project will continue to compile and analyze an annual census of all children and youth with deaf-blindness.

Products: The project will lead statewide efforts to implement systems change and will provide training and support for families in collaboration with national, state, and regional systems. Project efforts will increase the number of local service providers and parents in Texas with expertise in deaf-blindness. Use of a new technical assistance model will provide assistance close to home and with greater frequency than has been possible with previous models. The project will produce and disseminate materials on deaf-blindness in a variety of accessible formats.

Grant Number: H326C990021

Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: This project will build the capacity of state and local agencies to facilitate the achievement of improved outcomes for children who are deaf-blind, ranging in age from birth through 21 years and their families. The project will provide technical assistance, information, and training that will address the early intervention, special education, related services, and transitional service needs of the identified population and enhance state capacity to improve services and outcomes for these children and their families.

Method: Early intervention services provided by the project will include home visits and the coordination of services and agencies. Consultative services and preservice and inservice training will be provided to professionals, paraprofessionals, families, and others who play a direct role in the lives of persons with deaf-blindness. A state resource lending library will be established and maintained for families and professionals currently working with persons with deaf-blindness. Specialized instruction will be provided to caregivers who are interested in developing inclusive, model, and community-based programs.

Products: Benefits from this project will include increased services for all identified persons with deaf-blindness; an increased emphasis on assessment activities that comply with federal regulations; greater concentration on home and community services; improved techniques for serving individuals with deaf-blindness and improved services; assistance to persons with deaf-blindness in making the transition from segregated to inclusive educational settings, from educational to vocational settings, and from educational to community settings in the least restrictive environment.

Grant Number: H326C990023

Utah Deafblind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Since 1996, Utah has been engaged in statewide systems change and school reform as a result of a legislatively mandated State Plan for Children and Youth with Dual Sensory Impairments. This plan resulted in a system of services with an intense service delivery pattern that directly impacts every child and youth (ages birth through 21 years) with deaf-blindness and their families in Utah. Because of this intense service pattern, the need for training and technical assistance in Utah has increased dramatically. This project will address the need for training by increasing and expanding the activities of the Utah Deafblind Project.

Method: The objectives of this project are: 1) build and maintain collaborative interagency relationships on a local, state, and national level which will build capacity and effect system change; 2) provide technical assistance, information, and training to families of children and youth with deaf-blindness that will enhance their ability to fulfill their critical and expanded role in the development and education of their children; 3) provide technical assistance, information, and training to Early Intervention Part C service providers, Part B teachers and related service personnel, Interveners, and others serving children and youth with deaf-blindness; 4) use technology to increase the availability and effectiveness of technical assistance, information, and training to families and service providers throughout the state, particularly in rural areas; and 5) develop and implement procedures to evaluate the impact and effectiveness of project activities.

Products: The project will develop products that will effectively support all training and technical assistance activities to families, service providers, administrators, and other interested entities. A deaf-blind curriculum manual will be developed and disseminated. Curriculum materials will be supported by videotapes, CD-ROM programs, and printed materials.

Grant Number: H326C990024

South Carolina Interagency Collaboration for Education of Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project of the South Carolina Department of Education will build capacity in the state to ensure that high-quality, sustained services are provided to children and youth with deaf-blindness and their families in a natural environment and, to the extent possible, in the regular education curriculum. The project will identify students and their needs and design appropriate early intervention, special education, and related and transition services. This comprehensive statewide system will facilitate achievement of improved outcomes for children by increasing the knowledge and skills of their families, teachers, and other service providers and effecting systems change through interagency coordination.

Method: The project will conduct and maintain the Deaf-Blind Census in South Carolina and use the information to better serve constituents in the state. The project will provide technical assistance in multiple modalities, including training and follow-up support, on-site assistance, peer coaching, and dissemination of materials. Training and technical assistance provided to families and professionals will be research-based and structured to incorporate what is known about adult learning and staff development. The project will coordinate services across agencies, to result in systems change that will facilitate smooth transitions from early intervention programs to preschool and from school to adult life.

Products: The project will continue to build the capacity within the state to ensure that services are provided to children and young adults with deaf-blindness and their families through the implementation of research-based, effective practices to assure that appropriate assessment, placement, and support services are available to these students. The project will develop and disseminate materials on identification, communication, assessment, and transition and it will offer a certification course on communication for individuals who are deaf-blind.

Grant Number: H326C990026

Washington State Services for Children with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Washington State Services for Children with Deaf-Blindness will provide statewide technical assistance, information, and training to support families and professionals serving children and young adults, birth through 21, who are deaf-blind or are at risk of being identified as deaf-blind.

Method: The project will provide information about deaf-blindness, effective practices, and resources for children and youth who are deaf-blind. It will provide counseling, technical assistance, support, networking, and training for families to empower them to address their needs and those of their deaf-blind children. The project will increase statewide capacity for service provision to students with deaf-blindness through collaboration with other public and private agencies and programs.

Products: Through the project, services within the state of Washington will be enhanced and made more comprehensive for families of children with deaf-blindness. Products and effective practices will be disseminated through a newsletter, informational mailings, and training activities which specifically address deaf-blindness. Over 150 children with deaf-blindness, their families, and service providers will be affected by this project.

Grant Number: H326C990027

Illinois Deaf-Blind Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: Project Reach of Illinois Deaf-Blind Services will provide technical assistance, information, and training to address the early intervention, special education, related services, and transitional services needs of children with deaf-blindness and it will enhance state capacity to improve services and outcomes for children and their families. Technical assistance will help service providers more effectively deliver special education services; inservice training will help paraprofessionals facilitate parental involvement; and training will be done to help promote the integration of children with deaf-blindness into inclusive educational situations. Services will be coordinated with other state agencies responsible for providing services to children who are deaf-blind.

Method: Project Reach will support the activities of four deaf-blind specialists who live and work in different areas of the state. They will work with local school programs and community service providers and families to identify and provide technical assistance to children and youth, birth to 21 years. Technical assistance will be provided in such areas as functional curriculum, communication skills, behavior management, sensory information, orientation and mobility, transition, inclusion, and instructional best practices.

Products: Through the project's technical assistance and training, the state will gain an increased capacity to improve services and outcomes for children with deaf-blindness and their families. The project will help with the development and operation of effective local programs for these children and with the implementation of research-based, effective practices that result in appropriate assessment, placement, and support services throughout the state. Parents, special education personnel, and community service providers will be informed about the special issues of deaf-blindness through materials and presentations at statewide conferences.

Grant Number: H326C990029

Arizona Deaf-Blind Project and Match Maker Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Arizona Deaf-Blind Project will provide technical assistance, information, training, and support throughout the state to families and staff of children, birth through 21 years, who are deaf-blind or at risk of being identified as deaf-blind. Project staff will collaborate with key service providers to assist them in developing knowledge and skills, based on current research and improved practices, to be able to effectively serve children who are deaf-blind. Project services will focus on early intervention, special education, related services, and transition services to assist parents and providers to meet the needs of these children. Match Maker Project: This project will provide workshops as an opportunity for the American Indian families on the Arizona Deaf-Blind Registry to learn alternative and effective strategies to access special education services. The project will use the services of EPICS (Education for Parents of Indian Children with Special Needs), a parent training and information center for American Indian Families. Topics at the workshops hosted by EPICS will provide participants with strategies for acquiring the support and technical assistance that will lead to child change. Anglo American service providers for these families will also be invited to the workshops as an opportunity to learn of the cultural conflict that the American Indian families confront. EPICS will provide parents and service providers with written materials that describe specific strategies to access special education services. Results of the workshops will be disseminated through the project's newsletter and on its website.

Method: Project staff will collaborate with state and local agencies to identify, refer, and follow children with deaf-blindness from birth through 21 years. The project will work to strengthen services to parents and families and provide them technical assistance and training to increase their knowledge of and skills in developing effective strategies and to build local capacity in serving children with deaf-blindness.

Products: The project will work to ensure the identification of all children who are deaf-blind or at risk of being identified as deaf-blind. It will ensure that families and staff are empowered to advocate for these children, that the staff will be skilled in delivery, that the local capacity to serve children will be strengthened, and that the collaborative vested interest with agencies will be enhanced.

Grant Number: H326C990030

Colorado Services to Children with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide information (e.g., lending library and fact Sheets), technical assistance, and support specific to Colorado learners who are deaf-blind, their families, and service providers.

Method: The project has six major objectives: They are: 1) employ a system of identification and referral; 2) develop and maintain regional expertise of parents and service providers; 3) deliver statewide technical assistance that supports community involvement and high student achievement; 4) offer transition support services; 5) provide opportunities for family networking and support; and 6) utilize input from an advisory committee to plan, develop, and implement services.

Products: The project will disseminate a newsletter, fact sheets, brochures, and training modules.

Grant Number: H326C990031

Vermont Project for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: The mission of this project is to increase the capacity of Vermont's state and local agencies to facilitate the achievement of improved outcomes by children with deaf-blindness and their families to live, go to school, play, work, and have friends in their communities. Match Maker Project: The project will expand the capacity of state and local educational agencies beyond the state project's capacity and in collaboration with the Match Maker agencies (University of Vermont and the Center for Deaf and Hard of Hearing) to effectively serve children who are deaf-blind by developing, implementing, evaluating, and disseminating new approaches for training educational and related services providers and delivering services. The project will design and implement models for training speech and language pathologists, interpreters and educational interpreters, physical therapists and occupational therapists, all of whom will work with students who are deaf-blind. It will design and implement a model for inclusion of children and youth who are deaf-blind in state assessments and continue collaboration and coordination with relevant agencies, organizations, and families to promote service integration and systemic change.

Method: The project has the following six goals: 1) identification of children and youth who are deaf-blind and maintenance of demographic information for program planning and evaluation purposes; 2) provision of technical assistance to families, service providers, and administrators in the implementation of research-based, effective practices resulting in appropriate assessment, placement, systemic change, and school reform; 3) maintenance of assessment of current needs to determine priorities for technical assistance; 4) ongoing coordination and collaboration with all relevant agencies and organizations to promote service integration and systemic change that includes children with deaf-blindness in natural environments and inclusive settings, and ensures availability of specialized support services; 5) dissemination of information to families and service providers; and 6) evaluation of impact on services and outcomes for children and their families, and on increasing state and local capacity to provide services and facilitate improved outcomes to children and youth, their families and service providers at all levels, including early intervention, special education, related, and transitional.

Products: A variety of conventional and technologically oriented products will be developed to support project outcomes. Project brochures, informational brochures and other printed publications on specific topics (e.g., Usher Syndrome, communication), events (training opportunities or conferences), and suggested practices will be developed to focus audiences on improving services and opportunities for students with deaf-blindness. The project's World Wide Web site will provide alternate access to the same information provided in print. Videotapes of training opportunities will be available through the project's lending library.

Grant Number: H326C990033

The Center for Development & Disability Project for New Mexican Children and Young Adults Who Are Deaf and Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Charles Freeman
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Purpose: This project will provide a comprehensive statewide system of technical assistance, information, and training that increases local capacity and fosters statewide systemic changes for families and service providers of children and youth who are deaf-blind, to ensure the development and implementation of functional educational plans. Match Maker Project: The Center for Development and Disability (CDD) will develop, demonstrate, and evaluate an innovative Web-based course for families, service providers, and others that will enable them to learn necessary content information as well as collaboration and problem-solving skills necessary to provide meaningful education opportunities to children and youth who are deaf-blind. The Match Maker Project will allow the demonstration of training that is on-going and reflects the heterogeneous makeup of learners who are deaf-blind. Families and service providers will be grouped into interdisciplinary teams of approximately 10 people and be taught case tutorials with a problem-based learning approach. Participants will discuss the delivery of appropriate services, alternative assessments, inclusion of students in natural settings, positive behavior supports, and transition issues. Selected sites will be trained for replication of the model in the final year of the project and broad dissemination and replication are expected.

Method: Specific training and technical assistance will be available for educational teams, including parents, who wish to develop and implement functional educational plans for specific children who are deaf-blind. Training modules will be developed containing resources and team assignments. Final educational plans will be sent to the project with action plans describing implementation. Children's progress will be monitored to determine the degree of the implementation of the plan. One-day and two-day retreats will be conducted for the purposes of sharing successes and ideas. Capacity will be built as local teams work through modules and share with other teams.

Products: About 20 families and their educational teams will participate in this specific training and technical assistance. Training modules will be developed, disseminated, and then replicated by local school districts and on a national level. Families and service providers through the state will have several ways to obtain information including a toll-free number, an interactive World Wide Web site, information packets and resources, World Wide Web site links, and face-to-face technical assistance in communities.

Grant Number: H326C990034

Hawaii Project for Students Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project will support schools, districts, and families in developing supports and improving services to students who have deaf-blindness.

Method: The project's goals will be achieved through the provision of technical assistance and training to improve supports and services in the following areas: 1) meaningful evaluations and assessments of children who are deaf-blind or are suspected of being deaf-blind; 2) appropriate programming in communication/social skills development; and 3) effective transition supports for students who are moving from school to post-school opportunities. The project will coordinate the activities of the seven school districts within the Hawaii Department of Education's Special Education Section. The project will be a key participant in interagency activities promoting the coordination of the State of Hawaii's services for the deaf-blind.

Products: The project will serve over 40 teachers and educational assistants, 50 related services personnel, 20 parents, and 20 school and district administrators each year. The project's products include training manuals and informational packages which are distributed to participants in workshops and other training activities. The project will also purchase, assemble, and disseminate materials on deaf-blindness for parents, teachers, other professionals, community agencies, and the general public.

Grant Number: H326C990035

North Dakota Deaf-Blind Services Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance and support to parents, families, and service providers of children and youth with deaf-blindness. The goals of the project are to: 1) coordinate services and collaborate with existing statewide service agencies and personnel; 2) strengthen local capacity of reservation and rural communities to meet unique needs of children with deaf-blindness; 3) refine and/or expand identification services; 4) expand the operation and services of the North Dakota Statewide Technical Assistance Team (STAT); 5) enhance and maintain a cohesive system of capacity building for North Dakota service providers and families of children and youth with deaf-blindness; and 6) sustain a cohesive system of information dissemination for service providers and families of children and youth with deaf-blindness.

Method: The project will be directed by the North Dakota School for the Deaf (NDSD) and implemented by staff at the NDSD and North Dakota Vision Services/School for the Blind. Sustainability of services and significant statewide capacity building will be ensured through embedding the project within the existing structure of agencies with statutory mandate. Project staff will collaboratively work with agencies and personnel who provide service to students with deaf-blindness. This collaboration will result in cooperatively sponsored training and technical assistance, which will maximize available resources and eliminate duplication of services. A systemic child find effort will identify students with deaf-blindness who are not currently receiving benefit from the project's services. STAT members will help families and other providers implement empirically validated instructional strategies.

Products: The project will develop resource materials for preservice and inservice training to more fully build statewide capacity for services for students with deaf-blindness. The project will impact over 50 students with deaf-blindness (ages birth through 21), 100 parents and other family members, and over 300 service providers. The project will result in students receiving quality services, parents and family members becoming more active advocates and decision-makers, and service providers becoming more skilled in educating students with deaf-blindness.

Grant Number: H326C990036

West Virginia Services for Children Who Are Deafblind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will improve special education, related services, and quality of life for children who are deaf-blind in West Virginia.

Method: The objectives of this project are to: 1) identify all children who are deaf-blind; 2) establish a strong early intervention program; 3) increase family participation; 4) provide an array of technical assistance to enhance skills; 5) increase postsecondary options and readiness with regard to adolescent transition; 6) disseminate project information; 7) facilitate on-going coordination and collaboration with other partners in the delivery of services; and 8) establish and maintain an advisory committee to assist in evaluating and promoting project activities.

Products: Training and conferences will be developed for families of children with deaf-blindness and service personnel. A lending library will be maintained for teachers, service personnel, and administrators to have access to videotapes, books, and other resources about serving children who are deaf-blind.

Grant Number: H326C990037

Oklahoma Deaf-Blind Technical Assistance

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Oklahoma State Department of Education (OKSDE), in cooperation with the University of Oklahoma, will provide technical assistance, training, and information to approximately 150-170 children and youth with deaf-blindness, their families, and educators and providers serving them throughout Oklahoma.

Method: The project has nine major goals: 1) facilitate collaboration of interagency training and technical assistance efforts to families and those who serve 0- to 3-year-olds with deaf-blindness in their natural environments; 2) provide training and technical assistance efforts to families, professionals, and paraprofessionals serving school-age students with deaf-blindness; 3) provide training and technical assistance to families & providers serving 14- to 21-year-olds with deaf-blindness as they transition from school to adult life; 4) facilitate collaboration and partnerships among state agencies, federal projects, local education agencies, and other organizations involved in the provision of services to children with deaf-blindness and their families; 5) build state/local capacity to facilitate the achievement of improved outcomes for students with deaf-blindness and their families; 6) assist in the state/local systemic-change goals and school reform related to programs for children with deaf-blindness; 7) identify, place, and follow 0- to 21-year-old children and youth on the Oklahoma Deaf-Blind Census; 8) improve dissemination of information regarding exemplary practices for persons with deaf-blindness; and 9) evaluate impacts of the project activities on services and state/local capacity to improve outcomes for persons with deaf-blindness.

Products: The overall impact and benefit of this project will be a stronger/cost-effective service delivery system of training and technical assistance for families and service providers who serve students with deaf-blindness. Additional benefits will be improvements/increases in: 1) qualified personnel; 2) opportunities for education within natural/least restrictive environments; 3) numbers of students with effective communication systems; 4) family involvement; 5) identification/tracking system; 6) better collaboration among agencies; and 7) dissemination of information regarding exemplary practices.

Grant Number: H326C990038

The Minnesota Deaf-Blind Technical Assistance Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project focuses on educating parents, teachers, service providers, and administrators about the unique communication and learning needs of students who are deaf-blind and the necessary instructional delivery accommodations.

Method: The project's team is composed of an educator, a parent, and a developmental pediatrician. Their combined perspectives provide an innovative, holistic approach for students, families, and providers. The activity areas that the project will address include: 1) technical assistance; 2) family support and training; 3) systemic change efforts; 4) demographic information; 5) innovative product development; 6) research-to-practice initiatives; 7) regional/local capacity building; and 8) evaluation of change and impact. The project will also address early childhood and transition.

Products: The project will develop training and materials that address the complexities and interdependence of the medical events and developmental milestones involved in deaf-blindness. The project will also develop manuals, brochures, and newsletters.

Grant Number: H326C990040

Tools for Effective Teams: Supporting Inclusive Futures for Students with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide innovative technical assistance and training services to early intervention, special education, related services and adult service personnel and families in order to achieve meaningful developmental, educational, vocational, and life outcomes for children and youth with deaf-blindness. Match Maker Project: The Match Maker project will enhance the capacity of teachers, family members, related service personnel, and administrators in rural schools in Montana through the provision of ongoing child-centered training and technical assistance to collaborative local teams in rural schools. The project will augment the services offered through Montana's deaf-blind grant by providing a more intensive format for individual student planning teams to develop comprehensive plans to support students with specialized needs (transition planning, positive supports for challenging behaviors, communication systems, curriculum adaptations, and inclusion) and severe disabilities in inclusive school settings. The project is built around the Individual Student Planning Process (ISPP) model developed in Vermont. When the ISPP model is introduced as part of a training institute, school teams are taught both "how to effectively work together" to design comprehensive programs for students with disabilities and "specific planning procedures" that ensure that a student's program is based on current standards of best practice. Five rural teams, focusing on five students, will be recruited to participate in a three-day training institute that will introduce school-based teams to this process.

Method: The project's technical assistance and training services will augment direct services already in place through Part C and Part B of IDEA and adult services for people with disabilities. By increasing awareness and knowledge of best practice for children and youth with dual sensory impairments, the project will accomplish the following: 1) increase the early identification of children with deaf-blindness; 2) enhance the ability of early intervention school (regular and special education), related service and adult service personnel and families to support and educate children with dual sensory impairments in achieving high standards in inclusive settings as appropriate; 3) expand the special resources needed by personnel and families in rural areas; 4) amplify and reinforce collaboration across early intervention programs, child care/preschool programs, schools, parent support programs, and health and human service agencies at both local and state levels; 5) build local capacity; and 6) enhance natural supports.

Products: The project will directly impact 75 families who have children with deaf-blindness, 300 early intervention service provider, educational and related service personnel, and 50 adult service providers involved with transitional services.

Grant Number: H326C990042

Missouri Deaf-Blind Technical Assistance Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will continue and expand Missouri's services to individuals who are deaf-blind and their families by strengthening partnerships, coordinating service networking, and providing systematic training to build local capacity for identification, early intervention, education, transition, related services, and family support.

Method: This project is statewide in scope and will provide technical assistance to 200 identified infants, toddlers, children, and youth with deaf-blindness and their families. Interagency team collaboration will be conducted with state, local, public, and private agencies currently serving or having the potential to serve individuals who are deaf-blind. The project scope will be achieved through six major objectives: 1) assist local and state agencies in the identification and tracking of infants, toddlers, and youth with deaf-blindness to enhance services; 2) provide an array of technical assistance activities that increase family support services, parent involvement, and parent networking; 3) provide to service providers an array of technical assistance and training activities that improve services and outcomes; 4) strengthen the statewide interagency collaboration model designed to build local capacity and to facilitate systems change; 5) implement a dissemination plan which includes information about the project, teams, effective practices, and materials developed by the project; and 6) evaluate and measure impact and benefits to children with deaf-blindness, their families, and their service providers.

Products: The outcomes of this project include: continuation of state and local interagency teams (task forces), expansion of mentor teams to serve as statewide resources, development of a parent-to-parent network, development of regional employment teams, and development of team handbooks and a train-the-trainer manual.

Grant Number: H326C990043

GLARCDBE Technical Assistance for Children Who Are Deafblind and Their Families in Ohio and Wisconsin

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The University of Dayton, in conjunction with the Wisconsin Department of Public Instruction, will provide services to children (ages birth through 21) who are deaf-blind. Match Maker Project: This supplemental project will demonstrate the effectiveness of an integrated assessment model for students with deaf-blindness. The project will integrate four assessment strategies into a comprehensive assessment to be conducted at five sites in Ohio and Wisconsin for each of the four years of the project, and it will measure the effects of an integral model on educational variables: functional assessments of vision, hearing, behavior and communication, and curriculum. The model, called the Integrated Functionally Based Assessment Protocol, will demonstrate that when all four components are employed for a particular student, and the data integrated into one comprehensive report and set of recommendations, improved educational benefits for students with deaf-blindness will result in three areas. Those areas are quality of IEP, amount of skill acquisition, and the amount of physical and social integration. Once the model is demonstrated, the project will produce user-friendly how-to manuals and a training video for replication in other sites and states, and for eventual publication and national dissemination.

Method: The Great Lakes Area Regional Center for Deafblind Education (GLARCDBE) will conduct the following work to meet the needs of children who are deaf-blind: 1) facilitate systemic change through the inclusion of students with deaf-blindness by supporting the work of the Ohio State Improvement Grant project, supporting Wisconsin's efforts to develop a SIG project, and supporting both states' efforts in school reform; 2) provide services to state and local educational programs that enhance their capacities both to improve services to families and maximize the effect of educational programs on these students; 3) provide technical assistance (e.g., consultative services), information, and training to families and educational providers serving children with deaf-blindness, and facilitate social involvement with their family, school, and community; 4) maintain a registry of information about children with deaf-blindness that contains basic demographic information and information about their families, their educational programs, the level of hearing and vision loss, etiology, school placement, living arrangements, and race/ethnicity, and assist programs in planning and evaluation of services provided; 5) conduct on-going needs assessments in Ohio and Wisconsin in order to set the work agenda for the project; to inform the state, intermediate, and local educational agencies of these needs; and to shape policy at the state and federal levels through raising the awareness of decision makers of these needs; 6) evaluate the impact of the services provided by this project directly on the students with deaf-blindness and their families by assessing the coverage of the services of the project, the resulting changes in systems, and skills of educational and related services personnel, and the effects of those changes on children's behaviors, skills, and quality of life; and 7) facilitate continual coordination and collaboration among state, intermediate, local educational agencies, and other agencies that provide related services to this population, in order to share information and integrate efforts at systemic change to benefit students with deaf-blindness.

Products: The most innovative element of this project is the implementation of the Deafblind Technical Assistance Plan (DBTAP). Successful implementation of DBTAP will provide a model for other technical assistance providers to use in providing efficient and highly effective technical assistance, training and information resources. In addition, GLARCDBE will expand a current distance learning project through Internet courses covering topics useful for parents and related service providers. GLARCDBE will also provide resources and information to families.

Grant Number: H326C990044

Nevada Dual Sensory Impairment Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will improve the early intervention, educational, and related services provided to children who are deaf-blind.

Method: The purpose of the project will be achieved through these activities: 1) continue ongoing identification of children and youth who are deaf-blind, infants with dual sensory impairments, and children who have Usher syndrome; 2) develop and implement a process to deliver support, training, and technical assistance to families and service providers, including paraprofessionals, to ensure as well as to improve the quality of educational and developmental programs for children who are deaf-blind; 3) increase in-state expertise of professionals and families in providing services to children and youth; 4) develop and implement a process to gain community oversight and to coordinate and collaborate with various local, state, and national agencies; 5) develop and disseminate project materials and resources to individuals and agencies; and 6) evaluate all project activities.

Products: Products developed by this project include: Usher syndrome trainings; trainings for families, service providers, and paraprofessionals; an annual parent conference; a quarterly newsletter; information dissemination and technical assistance on topics such as problem behaviors and inclusive education; maintenance of the project lending library; a World Wide Web site; and parent-to-parent and teacher-to-teacher support networks.

Grant Number: H326C990045

Pacific Partnerships for Deaf-Blind Technical Assistance Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The project will provide intensive technical assistance (TA) services to enhance the ability of state and local educational agencies to provide appropriate educational placements, accommodations, environmental adaptations, and support services. Also, TA will focus on the provision of early intervention, special education, and related and transition services to improve outcomes for all children who are deaf-blind. Match Maker Project: This project is intended to expand the capacity of state and local educational agencies throughout the outer Pacific Ocean region. The goal of the project is to provide information, training, and technical assistance on research-based, effective practices that result in culturally appropriate strategies on transition services for all children who are deaf-blind in the outer Pacific. The processes employed by the project to identify, plan and implement research-based, effective practice will serve as a model for any state providing services to transition-aged young adults who are deaf-blind and who live in rural and remote areas with culturally diverse populations.

Method: The project has the following eight goals: 1) provide information, training, and TA on research-based, effective practices that result in culturally appropriate strategies for identification, assessment, placement and support services; 2) enhance state and local capacity to improve services and outcomes; 3) facilitate systemic change and collaboration with state and local school reform efforts; 4) maintain basic demographic information for program planning and evaluation; 5) maintain an assessment of current needs of jurisdictions to determine priorities for TA, for children who are deaf-blind from birth to 22 years of age; 6) develop and implement procedures to evaluate the effectiveness of the project; 7) facilitate ongoing collaboration with state and local education agencies and other relevant agencies/organizations responsible for providing services for children who are deaf-blind; and 8) establish and maintain an advisory council to assist in planning, developing, implementing, and evaluating project activities. The project will utilize new strategies such as developing Participatory Action Teams, utilizing on-line teaching and learning tools and processes, enhancing the work of Interagency Leadership Councils, and developing culturally appropriate processes to empower and support families and consumers. Family members and consumers will be involved in all aspects of project development, implementation, and evaluation.

Products: The project will impact every child who is deaf-blind in every classroom, school, and community setting in the outer Pacific. Sixty to seventy children who are deaf-blind will benefit. In addition, at least 200-250 family members and 200-250 service providers will receive training and technical assistance on research-based, effective practices that are adapted to specifically meet the needs of this culturally and educationally diverse population of children and families.

Grant Number: H326C990047

DB Central: Michigan Services for Children and Youth Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance to local teams and disseminate information in order to build capacity at the local and state levels to educate, support, and serve children and youth with deaf-blindness.

Method: Project goals, developed as a result of a needs assessment conducted with consumer, family, and professional input, include: 1) training and consultation in best practices for families and personnel; 2) supporting and empowering parents and families of children and youth who are deaf-blind; 3) dissemination of current, research-based information; and 4) accurate and detailed identification of the young deaf-blind population of Michigan.

Products: Information gathered as a result of successful practice in these areas will be disseminated nationally, impacting students and families on a broader level. The project will develop model demonstration sites which will enable visitation by interested service providers. The information will be used to replicate the model techniques in other areas of the state. The project will develop a World Wide Web site which will provide numerous links to numerous relevant and useful sites, and which will allow for the ordering of lending library materials. The resource and toy lending libraries will provide families and service providers with information that can then be used in other settings. The project will also conduct many types of trainings at the local and regional levels, including trainings to address the needs of individual children, intervener trainings, and general information trainings conducted at workshops and conferences, which will be videotaped and disseminated through the lending library, for review and teaching purposes.

Grant Number: H326C990048

Iowa's System Change Project for Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will develop a collaborative network of partners who together will build the capacity of state and local agencies to facilitate the achievement of improved outcomes for children and young adults who are deaf-blind and their families. Through this network, the project will provide technical assistance, information, and training which addresses early intervention, special education, related, and transition services.

Method: The project's major goals are to: 1) maintain basic demographic information on children and young adults with deaf-blindness for program planning and evaluation purposes; 2) enhance state capacity to improve services and outcomes for children and young adults with deaf-blindness and their families through provision of technical assistance, information, and training activities; 3) empower families through knowledge and skill development to enable them to meet their own needs and the needs of their children; 4) ensure better adult outcomes through the transition planning process; and 5) develop and implement procedures to evaluate the impact of project activities on services for children and young adults with deaf-blindness and their families.

Products: The project will disseminate the following products: census forms and directions; technical assistance request packets; family awareness packets; and transition notification and awareness packets.

Grant Number: H326C990049

Louisiana Services for Children and Youth with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The goal of this project is to improve state, regional, and local capacity to meet the unique needs of children and youth with deaf-blindness and their families.

Method: The project will achieve this goal by providing intensive training and technical assistance to parents, local school systems, institutes of higher education, and other service providers. Statewide needs assessment data from parents, teachers, and service providers determined that the activities of training and technical assistance should address: disability awareness, early identification including screening for Usher Syndrome, adult transition, family participation in training and teaming, and the distinctive challenges presented to students with deaf-blindness in addressing the general education curriculum in natural settings.

Products: This project will achieve the following outcomes: 1) student services will reflect the general education curriculum in the least restrictive environment; 2) standardized procedures for early identification will be applied; 3) families will be empowered to be integral members of instructional teams; and 4) parents, teachers, and service providers will have an increased awareness of appropriate educational practices as well as available services.

Grant Number: H326C990050

Wyoming Deaf-Blind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance for children and young adults who are deaf-blind, their families, and service providers, in response to the barriers that distance, geography, and weather often create in providing appropriate services for children who are deaf-blind and their families in the rural diverse state of Wyoming.

Method: The goals of this project are to accomplish the following: 1) develop a systematic approach for the identification of children and young adults with deaf-blindness, collect demographic information, and heighten awareness of deaf-blindness within the state of Wyoming; 2) improve services and educational outcomes for children and young adults who are deaf-blind through providing technical assistance, training, and support to early intervention providers, educators, service providers, and families based on identified needs and focused on research-based best practices that result in appropriate assessment, placement, and support services for children with deaf-blindness; and 3) strengthen the local capacity of early interventionists, educators, and service providers in rural communities and on the Wind River Indian Reservation to meet the unique cultural and educational needs of children and young adults with deaf-blindness and their families.

Products: The technical assistance and training provided by this project will be used effectively with children who have special needs in a variety of settings. In addition, the posters and public awareness campaign that is used on the Wind River Reservation can effectively be reproduced to impart other information for various topics. Fact sheets and advertisements will be produced by agencies collaborating with the project.

Grant Number: H326C990051

Together We Can: The Virginia Deaf Blind Project and Match Maker Pilot Project: Positive Behavioral Supports for Students with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will collaborate with state agencies to provide training and technical assistance to teams working with individuals with vision and hearing impairments on effective and promising practices for children who are deaf-blind, and to work closely with the Training and Technical Assistance Centers and Local Interagency Coordinating Councils to provide a full range of support services to families and personnel from educational programs. Match Maker Project: This project will develop, implement, and evaluate a model for providing training and technical assistance in functional behavior assessments and positive behavior support to school teams across Virginia that serve learners with deaf-blindness. Core teams in each of the eight state superintendents' regions will be trained through an interactive approach that results in the development, implementation, and evaluation of positive behavior support plans for learners and their families. The project will develop a high-quality, detailed curriculum and training materials that can be used by teams not originally part of the training. Both family members and professionals will be actively involved in the development of materials and in the design and delivery of training and technical assistance. After the model is developed, piloted, and evaluated in two regions in Virginia, it will be replicated in the remaining regions of the state.

Method: The project will carry out new and innovative strategies for increasing the knowledge and understanding of all families, individuals, agencies, and others who provide support to infants, toddlers, and children, and for implementing school reform to facilitate the achievement of improved outcomes for learners. These outcomes will be accomplished through state-level collaboration, local capacity building, family and professional partnerships, preservice activities, dissemination strategies, accurate identification, and ongoing and comprehensive evaluation strategies for all project activities. The project will be characterized by a focus on family involvement, collaboration among service providers and between service providers and families, and the integration of children with deaf-blindness into age-appropriate settings with peers who do not have disabilities.

Products: Project staff will develop a variety of products and materials that will include a project brochure, eligibility checklist, and information packets for families and professionals. The project also has a parent-developed, World Wide Web site that has extensive links to local, state, and national resources in addition to information about deaf-blindness and project activities.

Grant Number: H326C990052

Puerto Rico (Multi-State) Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Puerto Rico Department of Education through the Assistant Secretariat of Integral Educational Services for Individuals with Disabilities will implement and evaluate the services of the Puerto Rico Deaf-Blind Program. The activities and services will be available to approximately 30 to 40 children and youth, their families, and service providers throughout the Commonwealth of Puerto Rico.

Method: The provision of services to the deaf-blind school population requires more intensive, on-going technical assistance and training for both families and service providers. Project objectives and activities will be directed to four major goals: 1) the identification of eligible students and the maintenance of the Deaf-Blind Registry and census update; 2) the provision of family/early interventionist training and the promotion of interagency collaboration for the assessment, referral, and implementation of family-centered, early intervention services for infants and toddlers; 3) the provision of training and an array of cost-effective technical assistance activities to families, service providers, and agencies with emphasis on vision/hearing, communication, orientation and mobility, functional skills, inclusion, and adult transition; and 4) establishment of a training center for professionals.

Products: The overall impact and benefit of the project is a stronger, cost-effective integrated service delivery system for infants, toddlers, children, and youth who are deaf-blind and their families. The project will also foster the development of professionals knowledgeable of the needs and challenges of educating children with deaf-blindness.

Grant Number: H326C990053

Connections beyond Sight and Sound: Maryland's Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The primary focus of this project is to deliver technical assistance and training throughout Maryland to foster systems change, build partnerships, and increase the capacity of local systems to provide educational services that will result in improved outcomes for children and young adults who are deaf-blind.

Method: This project is a collaboration between the Maryland State Department of Education (MSDE) and the University of Maryland. The project will expand the work of "Connections Beyond Sight and Sound," formerly Maryland's Project on Deafblindness. The major goals of this project will be to: 1) provide technical assistance and consultation to families, local school systems, local infant and toddler programs, state-operated programs, private agencies, and rehabilitation programs that result in appropriate assessment, placement, and support services to all children who are deaf-blind; 2) provide preservice and inservice training to administrators, school personnel, and agency personnel that focuses on research-based, effective, and promising practices; 3) enhance state and local capacity to improve services and outcomes for children with deaf-blindness and their families; 4) provide training and support to families of children with deaf-blindness to meet their needs in the context of the family, extended family, neighborhood, school and community; 5) facilitate ongoing coordination and collaboration among families, MSDE, local school systems, and other relevant agencies and organizations to promote service integration, systemic change, and interagency cooperation; and 6) facilitate the ongoing identification of children who are deaf-blind in Maryland and maintain basic demographic information on these children for program planning and evaluation purposes.

Products: These goals will be met through development of such products as: site-based, child focused technical assistance; summer institutes; BEST Programs - Building Effective Student Teams, including Tri-State (MD, PA, and VA) Collaboration Family Forums, Family Retreat Weekend, and support of a biannual regional (Mid-Atlantic) CHARGE conference; a newsletter; a World Wide web site; the Family/Professional Lending Library; the Resource Directory for Families; and Family/Professional Advisory Board and Family Steering Committee.

Grant Number: H326C000001

A System to Provide Services for Children and Youth with Deaf-Blindness

Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project will provide technical assistance and training which will result in the building of local capacity and statewide systems change to improve services for children and youth with deaf-blindness and their families.

Method: The goals and objectives that will be addressed by this project include: 1) improve and maintain the statewide Technical Assistance System; and 2) develop and implement training and technical assistance for families, schools, early intervention programs, adult agencies, and other service providers. Project goals and objectives are based on statewide needs assessments as well as federal requirements. Needs assessment results show that the previously funded Deaf-Blind Project (1994-1999) has implemented a Technical Assistance System (Goal 1) which coordinates services and supports across the state and that this coordination must continue since no other agency or program has the necessary deaf-blindness expertise and resources to serve this capacity. The training and technical assistance needs (Goal 2) result from identified gaps in statewide services and from federal and state requirements related to Part C early intervention programs and Part B IDEA school programs.

Products: The project will have the following outcomes: 1) increased number of infants and toddlers who are identified early as deaf-blind or at risk of deaf-blindness; 2) increased use of appropriate early intervention strategies in natural environments resulting in improved cognitive, social, and physical development; 3) increased use of accommodations and alternative assessments resulting in appropriate curriculum strategies and improved academic achievement; 4) appropriate transition services during school and following school exit resulting in increased employment and postsecondary education and improved quality of adult life; and 5) improved services for children/youth with deaf-blindness on reservations/rural communities in the region.

Grant Number: H326C000002

South Dakota Deaf Blind Project

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The South Dakota Deaf-Blind Project, a partnership between the University Affiliated Program and the Office of Special Education, will provide assistance to parents and service providers to raise the knowledge and skill level of people who impact the lives of children who are deaf-blind.

Method: The project will work to: 1) improve outcomes for children who are deaf-blind through early identification, resulting in the provision of individualized services at the earliest possible time; 2) improve outcomes for children who are deaf-blind through widespread information and training about deaf-blindness and related issues in order to enhance the ability of educators and professionals to meet the child's individualized needs; 3) improve transition from education into other areas of life; 4) enhance family involvement in meeting the needs of their child who is deaf-blind and in understanding issues related to deaf-blindness; and 5) utilize the most current best practice, research, and expert information to improve outcomes for South Dakota children who are deaf-blind, recognizing that South Dakota is a rural and reservation state.

Products: The project will provide anecdotal data about the long-term impact of early identification and services, a new system of identification that may be replicated elsewhere, a curriculum used in training and technical assistance that may be adapted for use in other settings, and information about satisfaction with the services. All this information will be accessible via the World Wide Web site and will be shared through presentations.

Grant Number: H326C000003

Rhode Island Services for Children and Youth with Dual Sensory Impairments

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The goal of Rhode Island Services to Children and Youth with Dual Sensory Impairments is to provide ongoing family and professional support, coordination of services, information, technical assistance, and training to children from birth through 22 years of age.

Method: Located at the University Affiliated Program (UAP) at Rhode Island College, this project can access the broad network of supports provided by the UAP, including: assistive technology, transition services, positive behavioral support, family services, mentor teachers, the School Inclusion Institute, and personnel preparation. These programs broaden the supports available to individuals with dual sensory impairments, their families, and others who support them.

Products: The expected project outcomes are: 1) increase early identification of children with dual sensory impairments; 2) improve the coordination of services; 3) increase the number of children who receive educational services in natural and inclusive settings; 4) improve the lives of families and their children; and 5) increase the skills and knowledge of professionals who support children with dual sensory impairments as they travel through infancy, childhood, adolescence, and adult life.

Grant Number: H326C000004

New York State Technical Assistance Project Serving Children and Young Adults Who Are Deaf-Blind: A State-Wide, Inter-Agency Resource and Support Program for Children and Youth Who Are Deaf-Blind and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project builds on current activity to improve services and the service delivery system for consumers and families through the provision of technical assistance. Seven regional teams have been formed as a result of collaboration and coordination with service providers, families, and consumers across the state. This delivery model facilitates identification of children and resources and builds local capacity to provide technical assistance to better serve infants, children, and youth who are deaf-blind. Continued activity will result in the development, delivery, and expansion of appropriate, quality-driven, community-based services.

Method: Toward this goal, the project will: 1) continue to identify children (ages zero to 21), programs, and resources located state-wide; 2) outreach to individual families in order to provide support to network parents around the state; 3) provide on-going child-specific technical assistance as well as regional and state-wide training, workshops, and conferences to professionals, paraprofessionals, parents and families, consumers, and higher education students that disseminates research-based effective practices; 4) facilitate networking to create linkages across providers, including State agencies, professionals, and parents to enhance transition services at age 14, but reaching down to begin even earlier; 5) develop products and disseminate information; and 6) evaluate the effectiveness and impact of technical assistance activities on the service delivery system.

Products: The 1,137 currently identified New York children and young adults who are deaf-blind, their families, and their providers will benefit directly through increased local and state capacity to provide appropriate, quality-driven services that improve outcomes.

Grant Number: H326C000005

Oregon DeafBlind Project: Improved Outcomes for Children Who Are DeafBlind, and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The Office of Special Education of the Oregon Department of Education (ODE) will enhance a statewide service delivery model built over the past 20 years so that children who are deaf-blind have equal opportunities to achieve the state's high content and performance standards. ODE will address Oregon's diversity, geographic distances, and demographic sparseness. The Regional Deafblind Consulting Teacher Model will provide the basis for serving children and youth in their home communities. In addition, the project will continue to provide outreach services in collaboration with the Education Evaluation Center at Western Oregon University through innovative uses of technology.

Method: Project goals include: 1) All students who are deaf-blind will benefit from an enhanced system of coordinated and comprehensive technical assistance and training that is available to their special education and related service providers; 2) All children/youth in Oregon who are, or who are at risk of being, deaf-blind will be identified and referred for appropriate services; 3) All parents and families of children in Oregon who are deaf-blind will have access to a comprehensive, coordinated system of technical assistance support; 4) All Oregon students aged 14 and older who are deaf-blind will have transition plans that address post-school life options, including living skills, leisure skills, community participation, and employment options; and 5) The project will develop a comprehensive technical assistance information and resource center available to assist individualized education program/individualized family service plan (IEP/IFSP) teams statewide in: a) assessing the educational needs of students who are deaf-blind; and b) developing and implementing IEP/IFSPs that address their individually identified needs.

Products: The project will result in: 1) increased capacity for building the skills of staff and family members and developing interagency partnerships so that more students who are deaf-blind can effectively transition into post-school employment or other services; and 2) increased access to appropriately trained personnel serving infants, toddlers, and children who are deaf-blind through new partnerships with institutions of higher education.

84.326D
Center on Dispute Resolution

Grant Number: H326D980002

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: This project, the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), will provide information, training, and technical assistance (TA) to states, schools, parents, and teachers to enable them to resolve disputes through more expedient and less confrontational means, including mediation.

Method: CADRE is composed of leading individuals and organizations in the field whose expertise and experience will be used to provide efficient, effective, and high quality TA to diverse stakeholders. Extensive use of electronic technology, including Internet and World Wide Web-based services, will reach clientele with high quality information and TA. Regional training, telephone information services, conference presentations, and dissemination of print documents will provide services to those who do not have Internet access.

Products: CADRE's TA will increase awareness about the use of a range of alternative dispute resolution procedures to motivate parents, schools, and states to use appropriate resolution procedures to identify and resolve differences. The project will work to stimulate and support state and local efforts to resolve differences as early and as effectively as possible. TA delivery will be built around the needs of states, local systems, and individuals and will involve these stakeholders in the planning, development, implementation, and improvement of project activities, products, and services.

84.326F
State and Federal Policy Forum for Program Improvement

Grant Number: H326F000001

FORUM 2000

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: FORUM 2000 will address the priority of the State and Federal Policy Forum for Program Improvement to: 1) facilitate communication between the U.S. Department of Education and state and local administrators of the Individuals with Disabilities Education Act (IDEA), and 2) synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

Method: The following seven activities will be addressed in each of the five project years: 1) identify national and state program improvement information that is needed to obtain better results for infants, toddlers, and children with disabilities receiving educational and early intervention services; 2) maintain a database of laws, policies, and regulations that govern special education within the states and non-state jurisdictions; 3) compile three research or policy syntheses on issues identified through Activity 1; 4) write two synthesis briefs (less than 10 pages) on issues identified through Activity 1; 5) convene two policy forums and write a proceedings document for each on topics identified through Activity 1; 6) conduct twelve "Quick-Turn-Around" activities to address, in a timely manner, issues identified through Activity 1; and 7) disseminate information developed through Activities 2-6 to a wide audience, using a variety of vehicles and formats. A diverse group of stakeholders will participate in the policy forums, review the research/policy syntheses, and evaluate FORUM 2000 activities.

Products: In addition to printed proceedings documents, analyses, and syntheses, the project will develop audiotapes and electronic versions of materials. Information will also be available on NASDSE's World Wide Web site (www.nasdse.org). Other format requests will be accommodated (e.g. large print, Braille).

84.326G
Center on Achieving Results in Education for Students with Disabilities

Grant Number: H326G000001

Center on Achieving Results in Education for Students with Disabilities

Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The National Center on Educational Outcomes (NCEO) and its collaborators, the National Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO), will build on their existing networks to establish the Center on Achieving Results in Education for Students with Disabilities. The Center will provide national leadership for state and local efforts to implement the provisions in IDEA 97, and to ensure that students with disabilities have access to the general curriculum and benefit from accountability and standards-based reforms.

Method: The Center will engage in research activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure all students benefit from state and local assessment and accountability efforts, and sharing this information with those whose work has an effect on policy and practice as well as those who are affected by it. Specifically, these research activities include: 1) conducting an annual survey of states to determine their current status in implementing the assessment and accountability provision of IDEA; 2) conducting an annual review of state reports and assessments data to track the participation and performance levels of students with disabilities in large-scale assessments; 3) synthesizing research on relevant topics such as assessment accommodations, alternate assessments, data analysis and reporting, and other related areas; and 4) conducting, collaborating in, or commissioning focused research studies on topics related to assessment and accountability. The Center will also engage in technical assistance and dissemination activities that meet diverse needs through direct support and by enhancing the capacity of its technical assistance and dissemination partners, so that lessons learned from careful research can be translated into practice at all levels, and improve student results. The Center's collaboration and other leadership activities will build on NCEO's already wide and productive network to ensure the sustainability and strength of individuals and organizations addressing many of the complex second-generation issues surrounding the participation of students with disabilities in assessment and accountability systems.

Products: The project will develop and disseminate reports in print and on the World Wide Web and tailor materials to a wide variety of audiences. The following products will be developed and updated: a World Wide Web site, presentations, and surveys on-line. Other products available will include: links within specific topics; a searchable database on accommodations research; and special interest materials for students, families, and teachers.

84.326H
National Clearinghouse on Postsecondary Education

Grant Number: H326H010005

The National Clearinghouse of Postsecondary Education for Individuals with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The major goals of the Clearinghouse are to collect information, develop products, and disseminate information and materials relevant to multiple audiences in order to establish and maintain a national network exchange of information about postsecondary education for students with disabilities. The PRIDE network will also work to expand the scope and reach of the Clearinghouse to engage a broader audience in provision of supports to postsecondary education for individuals with disabilities to reach their potential. The PRIDE Network will collaborate with existing partner groups to build on the work of the previous clearinghouse (i.e., HEATH) and will ensure that collection, development, and dissemination activities are accessible to all in accessible formats and languages. The PRIDE Network will effectively incorporate new technologies; will customize information to target audiences; and will have rapid, thorough responses to requests.

Method: The PRIDE Network will accomplish its goals by maintaining a resource library, responding to requests in a timely fashion, and developing and disseminating accessible resources in a variety of formats. Expanded outreach will include nontraditional and previously untapped audiences in the effort to build a comprehensive network for all people with disabilities. Through collaborative efforts systemic change through the scope and spread of the innovation, choice made for particular intervention materials, mutual information and feedback exchange between providers and users, and full implementation of new practices. The PRIDE Network will facilitate this necessary collaboration to bring about an improvement in the dissemination and use of information and materials relevant to postsecondary individuals with disabilities. Four major audiences will be addressed in the PRIDE Network's dissemination and utilization practices. The first audience includes traditional secondary education personnel who have a major influence on the postsecondary readiness and transition of students, such as special education teachers, guidance counselors, and school-to-work facilitators. Postsecondary education, the secondary audience, includes such settings as minority institutions and outreach programs, community and four-year colleges, and vocational training. The third audience encompasses government entities and community-based programs, such as corrections, military, welfare-to-work programs, work force investment/development, and refugee programs. The fourth audience comprises nontraditional postsecondary education such as apprenticeships, adult basic education, GED preparation, employers, and centers for independent living. All audiences will help identify gaps in needed information so that accessible resources and materials can be developed to address those needs.

Products: The outreach will result in wider dissemination, increased awareness of relevant issues, more referrals of individuals to appropriate organizations/agencies, and increased capacity among the networked community. Expansion into the four major audience communities will ensure that all audiences, including consumer and general publics, have access to information they need to support the success of individuals with disabilities after high school.

84.326J
Technical Assistance for Secondary Education for Students with Disabilities

Grant Number: H326J000005

National Secondary Education and Transition Technical Assistance Center for Youth with Disabilities

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Beginning Date: 11/01/00
Ending Date: 10/31/05

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Purpose: The National Secondary Education and Transition Technical Assistance Center (SETTAC) will respond to the technical assistance (TA) and information needs of six major audiences: state-level education reform and systems change initiatives, local education agencies and community-based programs, workforce development agencies and initiatives, youth with disabilities and families, the national network of technical assistance and dissemination providers, and federal agencies and national organizations. SETTAC will establish four Technical Assistance (TA) Networks to plan and support the delivery of technical assistance and information dissemination. The TA Networks will include: 1) the Secondary Education Assessment and Curriculum Network; 2) the Postschool Outcomes/Results Network; 3) the Student and Family Participation Network; and 4) the Systems Linkages and Services Coordination Network.

Method: SETTAC will be a collaborative effort among: the Institute on Community Integration's National Transition Network (University of Minnesota); the National Center on Educational Outcomes (University of Minnesota); the National Center on the Study of Postsecondary Education Supports (University of Hawaii); TransCen, Inc.; the Institute for Educational Leadership's Center for Workforce Development; PACER Center (University of Minnesota); and the National Association of State Directors of Special Education. In addition, SETTAC will leverage the existing capacity of other researchers, technical assistance providers, and dissemination centers in organizing and providing technical assistance and dissemination information. Youth with disabilities and families will be engaged at all levels of the project to ensure that they have a voice and direct role in setting the direction for SETTAC.

Products: SETTAC will: 1) provide technical assistance, related training, and consultation on assessment, curriculum, instruction, school retention, and the planning/delivery of transition services; 2) translate research into practice, and identify and promote innovative and exemplary secondary education and transition programs and practices that can be readily generalized and adopted; 3) generate policy-relevant information that promotes systems change and the effective coordination of services; 4) improve the knowledge, skills, and capacity of students and families to participate in secondary education and transition planning; and 5) disseminate relevant information to multiple audiences. SETTAC will conduct capacity-building institutes and workshops, conduct national summits, conduct quarterly national teleconferences, and develop a Web site. Print products to be developed include policy briefs, parent briefs, youth briefs, tools to improve professional practice, best practice profiles/briefs, training materials, Web-based resource guides, multi-media productions, journal articles, book chapters, and books.

84.326M
Outreach Services to Minority Entities to Expand Research Capacity

Grant Number: H326M000002

Linking Academic Scholars to Educational Resources (LASER)

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: Linking Academic Scholars to Educational Resources (LASER) will ensure the development and implementation of a definitive research agenda on urban special education, with the ultimate goal of improving schooling for urban children and youth with or suspected of disabilities. LASER's mission is to: 1) develop cadres of faculty and graduate students in minority institutions who will conduct and sustain urban special education research/scholarship; 2) develop a national strength-based model that documents strategies for enhancing individual and institutional research capacities; and 3) define and coordinate a national agenda that narrows the gap between research and urban school practice.

Method: LASER will provide technical assistance and professional development for minority doctoral students and faculty. In addition, cohorts of ethnic minority doctoral students will be recruited to the University of South Florida's special education program and will commit to conducting urban special education research studies. The doctoral students will complete their coursework at the University of South Florida and spend their third year at Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), or Other Minority Institutions (OMIs).

Products: LASER's impact will be far reaching. Four regional clusters or collaborative research communities that serve African Americans, Hispanics or Latinos, and Native Americans across the country have been identified for the most intense services. For participating faculty and doctoral students, LASER will host an annual conference to showcase urban special education research and disseminate those findings to lay and professional audiences. LASER will also reach out to facilitate site-based resource sharing and collaboration among the participating institutions. Most importantly, a consortium will be positioned by the project's fifth year to be competitive in the next funding cycle of the Outreach to Minority Entities Project. The LASER project will transition from the University of South Florida to a consortium comprised of predominantly minority institutions to further the mission of LASER.

84.326N

National Information Center for Children with Disabilities

Grant Number: H326N980002

National Information Center for Children with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: This project operates the National Information Center for Children with Disabilities (NICHCY) to improve early intervention results for infants and toddlers and educational and transitional results for children and youth with disabilities.

Method: The project framework is designed to support state and local entities to build their capacity to improve services and results for all children with disabilities and their families; to strengthen individual, organizational, and community capacity to enhance systemic change in education to improve results for all children with disabilities and their families; and to incorporate innovations of research, technology, and practices to increase NICHCY's impact in the 21st century. The project design is grounded in close communication with and feedback from the individuals and organizations that use the center, and on continual monitoring and evaluation of the operations.

Products: NICHCY will provide information services, develop publications, conduct outreach activities, and coordinate clearinghouse activities with the work of other agencies in order to develop and implement a process for ensuring accuracy of materials on IDEA and the many other issues associated with disabilities.

84.326P
Clearinghouse on Professions

Grant Number: H326P980002

National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The National Clearinghouse on Professions in Special Education (NCPSE) will gather, organize, and disseminate information to address national needs and demands for knowledge regarding recruitment, professional standards, personnel preparation, professional development, and retention of personnel for the field of special education. The Clearinghouse's mission is to enhance national capacity and heighten its impact by implementing targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse education professionals and paraprofessionals, including early intervention personnel, special educators, and related services providers.

Method: To strengthen the nation's overall capacity, the Clearinghouse will focus on the following four activities: 1) conduct customized comprehensive outreach and targeted recruitment campaigns to increase the number of qualified, diverse individuals entering special education, related services, and early intervention professions; 2) lead and support national initiatives and partnerships to achieve high quality professional development of general and special education teachers, paraprofessionals, early intervention, and related services personnel; 3) enrich the quality and usefulness of Clearinghouse databases, information, and services as the foundation for promoting and retaining an adequate supply of qualified professionals and paraprofessionals who serve children with disabilities; and 4) ensure that Clearinghouse management, operations, products, and services impact pressing needs, current issues, and emerging trends. The Clearinghouse will respond to the information needs of its constituents by targeted marketing, information gathering and dissemination, and networking with a wide array of strategic partners. With their partners, the Clearinghouse will collect crucial data and analyze labor market patterns to address critical personnel capacity/demand issues at the state and national levels.

Products: The following NCPSE products will be developed and disseminated: career flyers, Topical Working Papers, "NCPSENews," "NCPSEEXTRAS, and 50 state profiles. In addition, a Quicktime Movies series called "Exploring Exceptional Careers in Education" will be developed, aimed at high school and college guidance counselors and partner organizations working with nontraditional applicants such as military personnel, newly arrived citizens, and college career reentry programs. Other multimedia available will include two public service announcements, establishment of a new independent Website, and 10 articles for partners' promotions via newsletters and the World Wide Web. The Clearinghouse provides materials in all media formats including accessible Web pages, braille products, large print materials, and audio products. Major publications will be translated into other languages, beginning with Spanish, Vietnamese, and Japanese. The majority of Clearinghouse products are available and downloadable by requesters from the Website, and the project's databases will be self-searchable with user friendly, menu-driven "wizards. The Clearinghouse will provide online discussion groups, user searchable databases, and listservs for general users and for the operations of the National Advisory Committee and the fluid National Advisory Work Teams. In cooperation with partners, at least 20 conference presentations will be given. In addition, Clearinghouse staff will produce customized responses to information requests, for career seekers who want informational brochures, personnel administrators who search for employees, state departments who need facts and figures, individuals with disabilities who want career opportunities, the Office of Special Education Programs which needs reports from states, national organizations that want information on certification and standards, and professionals who want access to electronic databases.

84.326R
Regional Resource Centers

Grant Number: H326R980003

Mid-South Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The University of Kentucky will provide Regional Resource Center services to Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. The Center will link best practices related to IDEA to states, school systems, and families in order to improve results for infants, toddlers, and children with disabilities. Activities of the Resource Center will ensure that technical assistance and information are coordinated and are available to parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel in order to improve practices.

Method: The Region 2 Resource Center will use its experience in providing technical assistance to the region as a springboard to focus on the components of IDEA within the context of systemic change and to link its work with that of other technical assistance (TA) providers. To accomplish its goals, the Center will use four key strategies: infusing IDEA concepts as a part of systemic change; implementation of an effective results-based TA process; direct effects on local programs; and extensive stakeholder involvement.

Products: The Center will: increase the depth, utility, relevance, and ease of access of information on practices, policies, and programs needed by state partners to make systemic changes; provide benefits to states, local education agencies, and other participants in state improvement grants partnerships that are pursuing systemic changes through a coordinated technical assistance framework; increase communication and information exchange among states and state partners planning, implementing, and evaluating systemic educational reform; increase the extent to which state improvement plans in the region are effectively planned, implemented, and evaluated and lead to improved results for students with disabilities and their families; increase the extent to which states in Region 2 are in compliance with IDEA requirements; and ensure proper, effective, and efficient project management, administration, and evaluation.

Grant Number: H326R980005

Great Lakes Area Regional Resource Center for Region 4

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The Great Lakes Area Regional Resource Center (GLARRC) will continue to serve as the Regional Resource Center (RRC) for Region 4, which comprises Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Pennsylvania. GLARRC staff will use its understanding and productive working relationship with states and their partners and its technical assistance capabilities to work toward a systems change process to help achieve the results-based outcomes required by IDEA.

Method: GLARRC will address the technical assistance needs of state education agencies and their partners related to the development and implementation of state program improvement grant (SIGs) plans for children with disabilities. It will increase the depth and utility of information on priority needs as identified by states, local education agencies, and participants in SIG partnerships in the process of making systemic changes, and it will identify productive partnerships with other Department of Education general and special education technical assistance providers at all levels and link them with state education agencies to promote information exchange and with programs that address special needs related to school-based reform. The Center will also assist states in developing and implementing strategies to comply with IDEA requirements. GLARRC will design and implement its systems change strategies to ensure broad-based participation by stakeholders through state-specific areas of priority needs. The Resource Center will use these strategies and a team-based approach to provide more effective technical assistance.

Products: GLARRC will work with its networks to effectively disseminate information to states and their partners. The Center will hold Research, Policy, and Practices Forums as a learning and sharing strategy for systems change that supports data-based decision making, dissemination of innovative techniques, and development of value changes. A major characteristic of these forums will be extensive exploration and action planning at a regional level, with follow-up planning and implementation at state and local levels.

Grant Number: H326R980006

Western Regional Resource Center - Region 6

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The University of Oregon will operate the Western Regional Resource Center (WRRC), serving Alaska, California, Hawaii, Idaho, Nevada, Oregon, and Washington, as well as American Samoa, Guam, the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. It will address the technical assistance needs identified by state and local educational agencies and their partners in these areas. It will be responsive to state needs in developing and implementing state improvement plans and in helping them comply with IDEA.

Method: The WRRC will work collaboratively within states, as well as regionally and nationally, with a wide array of organizations to provide technical assistance. These collaborations will bring educational expertise and varied perspectives to the center's resources. Broadened partnerships will help expand each state's capacity to achieve outcomes such as full access to general education curriculum for students with disabilities, instructionally relevant assessment and accountability systems for all students, improved results for all children and their families, and effective integration of special education services with other school improvement efforts.

Products: The WRRC's improved technical assistance capabilities will give it an increased capacity to deliver personalized technical assistance and in-depth information on issues relating to educational practices, state policy, and program development. It will link state education agencies and their partners with others who have similar needs or issues, and allow them to share innovative ideas and program strengths. Assistance will be provided on-site, in multi-state meetings, and through distance delivery methods.

Grant Number: H326R980007

Region Three Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: This project establishes a Regional Resource Center for Region 3 (R3RRC), which encompasses Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands. Proposed strategies for the Center include needs assessment; technical assistance; product development; and a Total Quality Management system for all product development, information dissemination, and evaluation activities.

Method: The R3RRC will meet the needs of poverty-stricken and other children with disabilities within the region by means of a computerized information sharing system linked with the network of Federal Resource Centers. This system, combined with a direct, personal, "hands-on" approach, will establish linkages among states, local educational agencies, and participants in State Improvement Grant partnerships with service providers.

Products: This project will improve the information base within the R3RRC by establishing a collaborative network for information collection and dissemination among all linked agencies. States will have an expanded information base that responds to individual state priorities. SEAs will be able to obtain and use information, thus increasing their capacity to improve practices, policies, and programs needed for efficiently providing services to students with disabilities. Through improved service delivery, including professional development, technical assistance, and dissemination of best practices, the Center will promote programs that will improve the educational results of children with disabilities. The Center's information and exchange system will enable states to identify and respond to problems relating to compliance with IDEA requirements, and it will assist states in establishing performance goals and indicators under IDEA.

Grant Number: H326R980009

Mountain Plains Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: Utah State University will continue to operate and improve the Mountain Plains Regional Resource Center (MPRRC) to serve Region 5, comprising Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming, as well as Bureau of Indian Affairs schools in 23 states. The overall goal of the Center is to create lasting systems change through such processes as state improvement grants, state implementation plans, partnerships, and quality technical assistance and information dissemination. The Resource Center will work to link state and local education agencies and their partners.

Method: The MPRRC has been involving relevant stakeholders in a partnership arrangement, including state and local education agencies and their partners, to promote systems change. It has also been instrumental in developing and facilitating monitoring activities, including teleconferences, assisting state and local agencies in developing monitoring systems, and conducting various training activities. To facilitate its work, the MPRRC has developed a network of state education agency staff throughout the region to deal with critical issues in special education.

Products: The MPRRC will work to increase the depth and utility of information in on-going and emerging areas of priority needs identified by local and state education agencies that are in the process of making systemic changes, promoting those changes through a multi-state or regional framework. It will provide technical assistance to state and local education agencies and participants in state improvement grant partnerships and promote communication and information exchange among these groups based on the needs, concerns, emerging issues, and trends identified by the agencies and partnerships. It will also assist states in developing and implementing strategies that comply with IDEA requirements.

Grant Number: H326R000001

Northeast Regional Resource Center

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Beginning Date: 6/01/00
Ending Date: 5/31/03

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Purpose: This project will demonstrate how the Northeast Regional Resource Center (NERRC) can assist the northeastern states to make systemic changes in structure, programs, and outcomes that will lead to a unified system of education for all students.

Method: The project will conduct state-level policy analysis and facilitate changes that will eliminate barriers to systemic reform and lead to improved results. It will establish a multi-state, regional framework to help states plan, implement, and evaluate systemic change, and it will build state capacity to improve early intervention, educational opportunities, transitional services, and results for children with disabilities and their families. NERRC will work in a three-way collaborative with COMPASS, Inc. and the Center for Disabilities and Community Inclusion (the University Affiliated Program at the University of Vermont) to bring together technical assistance, technology, research, development, and training capabilities of the University Affiliated Program and the specialized urban issues perspective of COMPASS, Inc. NERRC will also work with local education agencies, local schools, the state education agency and other state agencies, and stakeholders to ensure that special education is an integral component of the state and local reform agenda.

Products: NERRC's efforts will ultimately improve services and results for children with disabilities.

84.326S
Center for Positive Behavioral Interventions and Supports

Grant Number: H326S980003

Center for Positive Behavioral Interventions and Support

Project Director: Sugai, George; Horner, Rob
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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The goal of the Center on Positive Behavioral Interventions and Support (CPBIS) is to increase "the capacity of schools, families, and communities to support and educate children and youth with significant problem behaviors" by 1) increasing both awareness and knowledge of positive behavioral interventions and support as part of these systems and 2) emphasizing the features of a comprehensive systems approach to sustaining these interventions and supports.

Method: The CPBIS will be directed from the University of Oregon in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The Center will establish and use a comprehensive network of expert collaborators who will help to select the content and formats for the dissemination of positive behavioral interventions and support. In an effort to increase the efficiency and effectiveness in which schools educate students with severe problem behavior within the context of public school settings, a school-wide approach must be considered. The CPBIS approach focuses on the development and maintenance of whole systems (practices, structures, and policies) that 1) enable school staff to sustain the adoption of research-validated practices; 2) foster positive teaching and learning environments in schools for all students and staff; 3) integrated school-wide, classroom, non-classroom, and individual student subsystems; and 4) efficiently and effectively support students with severe emotional and behavioral disorders. The six CPBIS objectives and activities include the following: 1) Evaluate the state of policy and practice regarding school-wide positive behavioral interventions and supports; 2) Establish a coordinated effort of researchers, educators, families, policy makers, and community service providers, (e.g., mental health, developmental disabilities, rehabilitation, and juvenile justice), who will serve as resources to schools in designing school-wide positive behavior support programs; 3) Provide for regular information exchanges between researchers and practitioners, including family members, who conduct exemplary behavioral intervention and support programs and educators who seek to design and implement effective school-wide programs; 4) Collaborate with the National Information Center for Children and Youth with Disabilities to develop and disseminate information on positive behavioral interventions and supports; 5) Organize, synthesize, and report information to teachers, parents, administrators, policy makers, community service personnel, and other interested parties advances in research, policy, and practice on positive behavioral interventions and supports; and 6) Develop a blueprint for providing further technical assistance to local education agencies and state education agencies, which includes validated alternative designs of effective school-wide positive behavioral intervention and support programs and validated alternative approaches to delivering technical assistance in their implementation.

Products: The outcomes of this five year effort will be: 1) an awareness in all State Education Agencies of the features, importance, procedures, and systems requirements of positive behavioral interventions and supports; 2) a resource network of systems requirements of positive behavioral interventions and supports; 3) an information development and dissemination network that maximizes use of current information and dissemination centers and organizations; 4) a collection of State and Local Education Agencies exemplars (statutes, policies, procedures, etc.) that embody effective and efficient implementation of positive behavioral interventions and supports; and 5) a comprehensive, research validated collection of preferred and promising practices which will be distributed in a variety of forms (e.g. electronic newsletters, CD-ROM modules, inservice curriculum modules).

84.326T
National Technical Assistance Project for Infants, Toddlers, and Children Who Are Deaf-Blind

Grant Number: H326T010001

National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The major goals of the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC) project are two-fold. The first goal is to increase the capacity of States, local education agencies, early intervention programs, and other agencies to improve policies and practices that will result in appropriate assessment, planning, placement, and services for children/youth who are deaf-blind (birth to young adulthood). The second goal is to increase the capacity of state projects as well as state and local agencies to utilize research-based practices and to increase the implementation of IDEA in order to improve outcomes for children and youth who are deaf-blind.

Method: The consortium combines the resources and expertise of two national agencies, the Teaching Research Division of Western Oregon University (Monmouth, Oregon) and the Helen Keller National Center (Sands Point, New York). The NTAC project will provide a national effort of technical assistance, training, and information to multiple recipients including families, individuals who are deaf-blind (consumers), state projects for deaf-blind services, state education agencies, Part C lead agencies, and other state agencies. Activities will include: 1) implement and maintain a state-level and national-level needs assessment, in order to determine the array, type, and intensity of technical assistance needed; 2) assist states in improving collaboration, policy development, services, and practices by providing a tiered array of technical assistance and training activities, with an emphasis in facilitating capacity building and systemic change initiatives, that result in positive child/youth outcomes; 3) assist families and children/youth to increase their capacity for building relationships, knowledge, and skills in advocacy, empowerment, effective practices, and services by providing an array of technical assistance and training activities; 4) assist personnel preparation training programs to work collaboratively to increase the number of teachers and paraprofessionals who are providing services and implementing effective practices; and 5) collaborate with the U.S. Office of Special Education and Rehabilitative Services, other federal technical assistance projects, and state agencies in improving practices and services for early intervention, special education, related services, and transitional services by facilitating local, regional, and state systemic change initiatives to include children/youth who are deaf/blind.

Products: The project will develop and evaluate technical assistance, training materials, and products addressing research-based effective practices using traditional and distance education strategies. The project also will disseminate information, technical assistance, and training materials and products to a variety of audiences and individuals. The project will result in: 1) increased capacities for state projects for deaf-blind services, state/local agencies, and service providers to improve services and practices; 2) increased capacities for families, advocates, and individuals who are deaf-blind to access services; 3) increased use of strategies in systems change initiatives to include children/youth who are deaf-blind; and 4) improved outcomes for children/youth who are deaf-blind.

84.326U
Deaf Blind Clearinghouse

Grant Number: H326U990001

DB-LINK

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Ending Date: 9/30/04

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Purpose: This project will contribute to increased knowledge and understanding of educational problems, issues, and effective strategies by promoting system change or improvement and building local capacity to provide, improve, and expand services that address the needs of deaf-blind children.

Method: DB-LINK's activities (identifying information, responding to inquiries, and disseminating materials) increase awareness and understanding of deaf-blindness by ensuring that IDEA '97-supportive information generated by researchers, practitioners, and educational specialists makes its way to personnel preparation programs, classroom teachers, and 'grass roots' service providers. DB-LINK's work occurs at national, state, and local levels. Its link to the non-deaf-blind world is demonstrated through the numerous responses to requests from service providers having their first contact with deaf-blindness, through its role as sole representative of deaf-blindness among OSEP clearinghouses, through its high profile at national meetings and conferences, through its collaborative publications with other entities, and through its regular participation in the OSEP Leadership Conference and Annual Technical Assistance and Dissemination Conference. Interfaces with agencies and individuals in such fields as health care, law, psychology, technology, recreational services, personnel preparation programs, and higher education form the basis for its concerted effort to extend national awareness of deaf-blindness.

Products: Database-generated products will be developed to meet the needs of individual requesters, produce information for publications, and produce profiled (consumer-tailored) information for use in training and identifying state resources. The DB-LINK World Wide Web site provides Internet access to all the project's resources.

84.326X
IDEA General Supervision Enhancement Grants

Grant Number: H326X010002

New Jersey's IDEA Data Management and Enhancement Project

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The New Jersey Department of Education, Division of Student Services, Office of Special Education Programs (NJOSEP) will enhance its data management systems as part of the continuous improvement monitoring process (CIMP).

Method: The project will focus on: 1) developing and implementing a data management system that efficiently yields and organizes information relevant to the effectiveness of NJOSEP's and the New Jersey Department of Health and Senior Services' (NJDHSS) monitoring and oversight activities; 2) developing coordinated data management systems that yield and organize information regarding the effectiveness of the process for transitioning children with disabilities from early intervention services (Part C) to early childhood programs (Part B); and 3) enhancing data collection activities by identifying early intervention, special education, and related service "quality indicators" that can used to assess and improve state and local practices. Collected data will be analyzed to determine gaps in services to children and families and identify areas in need of improvement.

Products: These project activities will increase NJOSEP's, NJDHHS' and stakeholders' ability to evaluate the impact of early intervention and special education services on the achievement of positive outcomes for children and youth with disabilities. In addition, the project will provide information relevant to determinations of systemic change and improvement.

Grant Number: H326X010004

Connecticut IDEA — General Supervision Grant

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will develop a statewide credentialing and examination system for personnel working in Connecticut's birth-to-three system and a supervisor's institute to better train staff who supervise and support direct-line staff in that system. The project will also focus on secondary transition, including the development of a statewide Transition Program Needs Assessment.

Method: The project will design, implement, and evaluate a data system that will incorporate new data elements and merge aspects of two previously developed systems; it will analyze parental perceptions and satisfaction with their child's transition between parts of the system; and it will develop a data collection system that identifies the individuals who have participated in the transition. Other project objectives will focus on secondary transition and will include development of a baseline study of students who have exited special education and a statewide Transition Program Needs Assessment to determine the current status of transition service provision and the need for future training, technical assistance, and program development.

Products: The project will allow Connecticut to continue to design data systems and programs that require intensive up-front resources. The credentialing and examination system developed by this project is intended to become an integral component of the state's birth-to-three system and the Comprehensive System of Personnel Development. The system will be easily replicable and available to any state interested in developing this model. The development and design of the secondary transition follow-up study and the Transition Program Needs Assessment will allow these data systems to be integrated into special education and pupil services. The project will also develop web-based training opportunities to increase access to transition training and information for parents and professionals of children transitioning from different programs. Two student guides will be developed to increase students' knowledge of their rights under IDEA, to articulate their learning strengths and weaknesses, and to enhance their participation in the planning and placement team process.

Grant Number: H326X010008

Nebraska Enhancement of the Process for Conducting a Self Assessment

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will support the enhancement of a process for statewide self-assessment of the provisions of early intervention, special education, and related services associated with the Continuous Improvement Monitoring Process (CIMP) for Parts B and C of IDEA. The project will advance Nebraska State Board of Education goals to implement statewide assessment and reporting systems and to improve communication and relationships with policy partners at the local, state, and federal levels. It is the intent of this project to develop an outline for a system that will be put in place through the regular activities of the Nebraska Department of Education (NDE) after project funding. This system will be aligned with Nebraska's School-Based, Teacher-Led Assessment and Reporting System (STARS) and Strategic School Improvement Process (SSIP) data systems. The project will be a joint effort between NDE programs/offices and the Nebraska State Department of Health and Human Services (HHS, co-lead agency for Part C of IDEA).

Method: The project will address the following areas: 1) establish processes to operate the CIMP Steering Committee; 2) identify and obtain data needed to evaluate the provision of early intervention, special education, and related services; 3) identify and construct methods to determine data validity and reliability; 4) identify and use valid and reliable techniques to collect data from stakeholders; and 5) identify and use reliable data analysis techniques. The immediate result of the project will be to identify and use a decision-making process based on

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data analysis that results in valid conclusions regarding areas in compliance in need of improvement and areas of strength. These goals will be accomplished through a research-based model of systems change objectives and activities. The project has the following objectives: 1) prepare for and convene the CIMP Steering Committee; 2) review current in-state data/information sources; 3) convene the Steering Committee to examine areas where data do not exist and recommend data to be collected and methods of collection; 4) convene the Steering Committee to review data collection plan and instruments developed from data mapping and consolidation efforts; and 5) evaluate project outcomes.

Products: The project will provide training sessions on data analysis techniques to NDE and HHS staff and develop training materials on data collection and reporting for local education agencies.

Grant Number: H326X010009

Puerto Rico Department of Health and Department of Education System Information Partnership

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project is a partnership between the Departments of Health and Education in Puerto Rico to provide an infrastructure to collect sufficient data on transition, to determine the impact of special education and early intervention services, and to reduce disparities in system information data collection.

Method: The project will provide linkages for inter-operating between Part C and Part B schemas, from one-to-many, many-to-one, and many-to-many. These linkages will generate a dynamically based system on the user's chosen set of attributes, a system that will be used to perform query operations across schemas. The comprehensive information system will be available for service providers and participation by primary referral sources.

Products: The project will foster an interagency partnership that will enhance the mutually agreeable goal of linking Part C and Part B and bring a cost-effective and cohesive information system that addresses early intervention transition to preschool for children with special needs and their families.

Grant Number: H326X010010

Assessing, Measuring, and Improving Student and System Performance

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will accomplish the following objectives: 1) provide training and implementation support for the Beginning Reading Model in 10 new Alabama districts identifying reading as a CIMP improvement need;

2) facilitate meetings and work of the Part C Statewide Steering Committee by carrying out 12 focus group meetings, and obtaining and using birth-to-three needs data; and 3) bring online an additional 30 local school systems that will use the interim database for self-assessment CIMP activities.

Products: The Part B efforts will capitalize upon and replicate beginning reading successes obtained in four demonstration programs. This will disseminate an effective early intervention program for students at risk. Enabling Part C to perform needed CIMP administrative tasks will help overcome the 11.15% proration experienced by the Alabama Rehabilitation Services Agency. The Part B enhancement will provide the resources needed to bring online districts that are experiencing a 6.2% proration and have insufficient resources to buy Internet access. The use of resources by this project will substantially enhance and advance the CIMP process.

Grant Number: H326X010012

General Supervision Enhancement Systems in the District of Columbia

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project, a collaborative effort among several agencies, will provide planning, technical assistance, data collection, and evaluation services to establish a process which will prepare the State Advisory Panel on Special Education for the District of Columbia to undertake responsibility for the implementation of the program improvement plan, based on the Kahn Logic Model, and to develop an evaluation and monitoring system to be used by the advisory panel and in collaboration and coordination with the interagency coordinating council to monitor adherence to the plan and to evaluate the results.

Method: Coordination between the project advisory panel and the interagency coordinating council will address improvement monitoring issues and non-compliance in the improvement planning process and the Child Find infrastructure. The project will focus on systemic change using research-based effective practices in turn focused on results for infants and toddlers with developmental delays as well as children and youth with disabilities and their families.

Products: The project will create an infrastructure to continue monitoring, evaluating, and amending the improvement plan after the secession of the grant. These services are designed to create the technical assistance and training infrastructure necessary to impact systemic solutions to challenges and noncompliances identified as an element of the continuous improvement monitoring process.

Grant Number: H326X010015

Supporting Success in the Last Frontier: Strategies for Enhancing Alaska's Continuous Improvement Monitoring Process

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The Supporting Success project will strengthen Alaska's Continuous Improvement Monitoring Process (AK CIMP) to effectively measure the success with which early intervention, special education, and related services are being provided to children with disabilities and their families; determine areas of needed improvement; and create improvement strategies. Its ultimate purpose is improved outcomes for children with disabilities ages birth thru 21 and their families.

Method: The project is being jointly administered by the Alaska Department of Education & Early Development (EED) and the Alaska Department of Health and Social Services (the Part C lead agency). A thorough review of the AK CIMP structure identified two significant weaknesses: 1) the need to improve cluster team member participation; and 2) the need for better data assistance for cluster teams to upgrade EED and DHSS data management and analysis capacity to fulfill CIMP data requirements. Three project goals were developed: 1) increase Alaska's capacity to conduct the CIMP self-assessment; 2) increase the capacity for cluster teams to gather, analyze, and use data for decision-making; and 3) upgrade EED and DHSS data systems to fulfill AK CIMP data needs.

Products: Project activities will result in a dramatic improvement in both the AK CIMP outcomes and statewide data capacity. Implementing strategies to allow EED and DHSS data systems to share information more effectively will result in a seamless data system for children with disabilities ages birth to 21.

Grant Number: H326X010016

South Carolina Training and Technical Assistance Teams: Systematic Solutions

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The University of Kentucky, through assignment by the South Carolina Department of Education and the South Carolina Department of Health and Environmental Control, will provide planning, technical assistance, data collection, and evaluation services to develop state systems to identify, disseminate, and implement research-based promising educational and early intervention practices. These services are designed to create the technical assistance and training infrastructure to effect systemic solutions to challenges and noncompliances identified by South Carolina's Continuous Improvement Monitoring Process (CIMP).

Method: Three major objectives are supported by the work scope of this project. State and regional training and technical assistance teams are to be established to address CIMP-identified issues/noncompliances in: 1) Individualized Family Service Plans, procedural safeguards, and early childhood transition; 2) disproportionate referral and identification rates in underrepresented populations; and 3) unclear data and lack of strategies to address parent knowledge of, involvement in, and satisfaction with special education services, related services, and early intervention services. All objectives address needs in both Part B and Part C services provided under the Individuals with Disabilities Education Act.

Products: This project will result in systemic change using research-based effective practices that focus on results for infants and toddlers with developmental delays, children and youth with disabilities, and their families.

Grant Number: H326X010017

Improving Quality, Flow, and Use of Information on the Effects of Virginia's Improvement Interventions in Part B and Part C

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This project is a collaborative effort that will develop plans, procedures, and instrumentation for Virginia to determine the extent to which designated special education program improvement strategies result in desired changes to early intervention, special, education, or related services programs.

Method: The project will conduct at least two evaluations and produce formal evaluation reports about the effects and linkages in the logic models used. It will integrate into state agency procedures methods for using such data to refine the logic models and the specific interventions or plans. It will define desired relationships across the logic models and develop plans and agreements to ensure communication regarding a shared agenda for Virginia. It will increase state capacity to integrate the performance measurement and evaluation approach into ongoing operations by developing materials on state-level comprehensive evaluation approaches and conducting performance measurement and evaluation training for state staff and their partners in state improvement planning and implementation.

Products: Expertise across the agencies and universities collaborating on this project will be maximized to capitalize on work to date, to build in-state capacity, to enhance relationships, and to leave Virginia with feasible systems and procedures to continue after the project ends.

Grant Number: H326X010019

Improving Data Driven Decision Making in Rhode Island

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Beginning Date: 11/01/01
Ending Date: 10/30/02

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Purpose: This project is a joint activity of several agencies in Rhode Island as part of the continuous improvement monitoring process for improvement of delivery of early intervention, special education, and related services. It intends to address gaps in existing data, gaps in the infrastructure capacity of the various agencies to analyze and use data to make decisions about policies and programs, and the need to infuse promising practices and child outcomes and results into program evaluation.

Method: The project will assist state agencies to develop program evaluation and monitoring systems that are based on outcome data and promising practices and to develop a reporting mechanism that will provide local early intervention providers and local school districts to develop improvement plans for reducing barriers and improving child outcomes. The project will also promote the infusion of the expanded program evaluation system into generic general education reform initiatives.

Products: Through its activities, the project will enhance and expand the state infrastructure to collect and analyze data about children with disabilities. It will create a technical assistance network to assist early intervention providers and local education agencies to enhance their capacity to collect data and to use this data in developing improvement plans. It will infuse promising practices and outcome data into the program evaluation and monitoring systems in both early intervention and special education as mechanisms for promoting continuous improvement in both systems. It will also develop a mechanism for identifying and disseminating data-driven best practices.

Grant Number: H326X010021

Joint Development of an Electronic Data System to Support the Continuous Improvement and Monitoring Process in Utah's Part B and Part C Programs

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The Utah State Office of Education and the Department of Health have redesigned their monitoring systems to shift from episodic procedural monitoring to a continuous improvement monitoring system that emphasizes positive outcomes for children with disabilities and connects program effectiveness with the requirements of IDEA 97. Implementation of these new systems shows promising results, but because the systems collect data of differing types from many different sources, managing and integrating the data presents an insurmountable challenge. To assist educators in collecting and analyzing this data, this project will develop an electronic data system to support the new system.

Method: This project is a joint effort between Part B and Part C under the Individuals with Disabilities Education Act, through a subcontract with Utah State University. The first phase of the project will use unified modeling language to create a data model of the components and processes which will be a blueprint for the structure of the computer programs. The second phase will develop, test, and refine the electronic data system. The system will consist of two parts: a stand-alone desktop or laptop system and a Web-based system. The stand-alone portion will allow state education agency personnel, Department of Health personnel, teachers, and service providers to use a Personal Computer or Macintosh computer to enter data and obtain simple reports. For additional analysis and reporting capabilities, users will log onto a secure World Wide Web site and upload the data. Using the Web-based portion of the system, they can then analyze and generate reports for their data. With proper authorization, the Website can also provide links to other Web-based databases such as the incident database at the Research Institute for Safe and Effective Programs' Safe and Drug Free Schools site, Utah's school accreditation process data, and Utah's Performance Assessment Systems for Schools (U-PASS) data. Other phases of the project include the field-testing and revision of the system, the development of Web-based technical support for users, the development of user materials, and regional trainings.

Products: This system will allow Utah's state education agency and Department of Health to better develop the infrastructure to collect sufficient valid and reliable data to determine the impact of special education and early intervention services and assess program improvement on an ongoing basis. Also, local agencies can examine and carefully analyze data from different sources to determine whether outcomes for students are being attained. In addition, the project will improve transition efforts between Part C and Part B through the sharing of electronic information. Once established, the system will allow for future integration with other data sources to pinpoint areas of need and facilitate the improvement of system and implementation variables.

Grant Number: H326X010022

Minnesota's Self-Improvement Process for Children with Disabilities Birth to 21 and Their Families

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Ending Date: 10/31/02

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Purpose: As a result of self-assessment activities, the Minnesota Assessment Steering Committee identified five major priority areas on which to focus self-improvement efforts. These include: 1) improve the ability of children and youth to make successful transitions; 2) ensure a sufficient number of qualified professionals and paraprofessionals; 3) improve access to mental health services across agencies; 4) improve interagency cooperation and coordinated service delivery; and 5) reduce system bias related to the needs of diverse populations. Steering Committee members also identified one or more "Need Areas" to specifically target self-improvement planning or activities for each priority area. This project has been designed to address each of the priorities and need areas identified as a result of the self-assessment process.

Method: Facilitated by staff of the Division of Special Education (DSE), self-improvement planning and implementation activities will be conducted in collaboration with Minnesota's Continuous Improvement Steering Committee to achieve project outcomes related to: 1) enhancing data systems, and 2) improvement planning and data collection. To accomplish this task, the DSE will assemble an internal Project Management Team that will work with various subcontractors and consultants to achieve outcome objectives that are directly linked to needs within each priority area. The subcontractors include the University of Minnesota's Institute on Community Integration (ICI), National Center on Educational Outcomes (NCEO), Center on Early Education Development (CEED), and Center for Applied Research and Educational Improvement (CAREI); the Minnesota Association for Children's Mental Health (MACMH); and WBW Consulting.

Products: Enhancement activities, which represent an expansion of self-improvement efforts, will be incorporated throughout this project to advance Minnesota's efforts to implement a service delivery system for children and youth (birth to 21 years) within a context of integrated interagency services.

Grant Number: H326X010024

Project Playgroup

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Ending Date: 10/31/02

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Purpose: Based on research on effective service delivery approaches for young children and their families, Project Playgroup will develop the capacity of the Massachusetts Family Networks (MFNs), a statewide technical assistance infrastructure designed to support and strengthen families of young children in their communities. The overall goal of Project Playgroup is to enhance the collaboration among Early Intervention Programs (Part C), Early Childhood Special Education Programs (Part B), and other partners in the Massachusetts early education/care system so that infants, toddlers, and young children with disabilities are increasingly able to receive services in natural environments and so that there is a seamless system of service and care from early intervention, through transition to preschool, and into school-age programs at Kindergarten entry.

Method: Through subgrants to the local level, MFNs will work with the Early Intervention Programs (Part C), local education agencies (Part B), and other community agencies serving young children with disabilities, helping to bridge the gaps in the Part C and Part B transition, expanding the statewide network of support to early intervention and early childhood providers, increasing the provision of services in natural environments, and facilitating interagency collaboration. MFNs will help to remove the barriers to the actualization of a seamless system of early childhood and family-centered services for Massachusetts. The project will build on inclusion research and practice that emphasizes the need for children with disabilities to be served in the least restrictive setting available, in the same environments as those serving children without disabilities. Project Playgroup will enhance linkages among state agencies and linkages at the local level between early intervention programs for ages birth to 3 and local school district early childhood programs for ages 3 through 5.

Products: The project will disseminate research-based information and link local providers to state, regional, and nationally funded technical assistance and dissemination projects. The project will evaluate its impact by conducting follow-up evaluation to assess the effectiveness of the integrated playgroup model, and determine the impact of the project on the delivery of services in natural environments, Part C-B transition, collaboration, and transition to Kindergarten.

Grant Number: H326X010026

Targeting Relationships to Improve Results

Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: Through a collaborative partnership among state agencies, this project will align and strengthen the special education and early intervention services that contribute to quality outcomes for the children and youth of Idaho. The project continues the long-running partnership among the agencies and reflects the recommendations in the Idaho self-assessment of early intervention and special education services.

Method: The continuous improvement monitoring process will be guided by data from relationship indicators, data system changes, and cross-agency alignment of policies and procedures developed during the first year of improvement plan implementation. The project will develop a secure cross-agency data management system to provide results-oriented information to stakeholders regarding early intervention and special education services that increase positive outcomes for children and youth with disabilities.

Products: The project will build strong partnerships among stakeholders to ensure successful early childhood and secondary transitions that will improve results for children and youth with disabilities and their families. The improved collaboration will ensure successful outcomes and help create systemic improvements. Long-term results of the improvement process will be improved special education and related services and early intervention services that increase quality results for children and youth with disabilities across Idaho.

Grant Number: H326X010027

CIMPlifying Oregon: Enhancing Data Collection, Data Analyses, and Data Reporting for Oregon's Continuous Improvement Monitoring Process

Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will significantly improve Oregon's Continuous Improvement Monitoring Process (CIMP) by affording the Oregon Department of Education (ODE) resources to build database infrastructure where it currently does not exist and to significantly improve database infrastructure where it does exist.

Method: This project's objectives are designed to enhance existing databases, develop selected new data collections, and integrate multiple databases so that more informative data analyses and reports can be provided at the early intervention (EI), local education agency (LEA), and State levels. This data can form the basis for improved outcomes for children and students. Quantitative and qualitative evaluation methods will be tied to objective performance measures. Focus group(s) of data consumers and CIMP stakeholder groups will assure that the project produces maximized usable outcomes.

Products: At EI and LEA levels, data reports will provide agencies with a comparison of the outcomes of their students against other children and students in like-agencies and the state. This self-assessment can, with training, lead agencies to effective data-based decision making that will improve the EI and special education of children and students with disabilities. At the SEA level, agency-specific outcome data will assist ODE staff in determining where additional technical assistance, training, and other resources are needed (and not needed), thus providing more efficiency in the services provided to agencies.

Grant Number: H326X010028

Improving Results for Children with Disabilities: Developing a Data System to Support CIMP at the State and Local Level

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will develop a data infrastructure and platform to be employed across all components of the Parts B and C system. The project will support Colorado's Continuous Improvement Monitoring Process (CIMP) by: 1) enabling stakeholders to manipulate and access data, and 2) providing educators with results-oriented information.

Method: The project will be conducted in three phases: 1) a data infrastructure steering committee will develop a "data map" and determine data needs; 2) a technology work group will design and pilot a systemic data infrastructure that will collect and analyze all data necessary for the CIMP; and 3) the work group will determine how data can be utilized effectively by various constituent groups.

Products: This project will provide interested parties access to the most up-to-date local, state, and national data for use in: planning programs at the infant/toddler, PreK-12, and university levels; designing recruitment and retention programs; developing policies and procedures; and applying for state and federal grants. The project will also support the State Improvement Plans for Special Education Parts B and C by collecting, analyzing, sorting, and maintaining the data required for each goal and indicator. This project will ultimately permit users to translate what they learn from the data analysis to classroom practice and interactions with students with and without disabilities at all levels.

Grant Number: H326X010029

Maryland's Part C and Part B Database Systems Enhancement Initiative

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: Maryland's Part C and Part B Database Systems Enhancement Initiative will begin a thoughtful process to remedy deficiencies that currently exist in the Maryland State Department of Education's database systems for children with disabilities.

Method: The project will enhance a data system to support the needs of the continuous improvement monitoring process (CIMP) at the state level, specifically focusing on the enhancement of the Part C and Part B data systems to provide results-oriented information on early intervention services in the natural environment, on special education and related services in the least restrictive environment, and on the transition from Part C to Part B services. This upgrade of procedures would be undertaken through the implementation of a series of strategies and methods: 1) define the critical questions through research and stakeholder collaboration; 2) design a set of data elements to link the two existing systems based on the analysis of the research and input from focus groups; 3) examine databases for compatibility to identify gaps and potential interfaces; 4) develop the data system and follow-up pilot study analysis and management process and protocols; and 5) disseminate the refinement of process and protocols. This initiative builds on the collaborative effort of divisions from the Maryland State Department of Education and support from the Mid-South Regional Resource Center.

Products: The project will enhance the Part C and Part B data systems to inform CIMP and improve outcomes for children with disabilities.

Grant Number: H326X010032

Improvement Planning in Hawaii

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project is a statewide agency collaboration intended to develop a clear understanding of systemic barriers to improved early intervention services and/or special education and related services in Hawaii, including preliminary findings of non-compliance with IDEA and recommended program improvements. The project will also develop strategies to address the identified systemic issues, create action plans to address these strategies, and evaluate the effectiveness of the improvement planning process.

Method: State agencies will work to achieve project goals through activities determined by the respective agency situations. Consultation with national leaders will assist the agencies in identifying research-based practices that can address areas of weakness and lead to improved outcomes for children with disabilities and their families. Throughout the project, activities will involve parents of children with disabilities, representatives of various levels of authority within the agencies, and other key stakeholders.

Products: Through this project, Hawaii's continuous improvement monitoring process will be enhanced and the groundwork laid for effective implementation of well-designed improvement strategies. A data-driven process will be created for stakeholders to understand the scope, causes, and context of areas in need of improvement; data-based criteria will be determined that can yield strategies to effectively intervene in the areas in need of improvement and result in action plans that address the barriers; and evidence will be gathered to support the belief that implementation of action plans effectively caused changes in attitudes, interventions, or practices.

Grant Number: H326X010033

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities in the Republic of Palau

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will use the resources of the Technical Assistance and Consulting Services at the University of Oregon to meet the special education needs of students in the Republic of Palau, which faces geographic, economic, and personnel challenges in effectively implementing the self-assessment phase of OSEP's continuous improvement monitoring process.

Method: The project will use grant-based resources to develop a process for conducting self-assessment and to provide onsite and offsite technical assistance to meet the following goals: form a project management team and a steering committee of key stakeholders to oversee the self-assessment; create work teams to conduct the assessment; create communications links to support its timely completion; and review results, prioritize needs, and identify initial improvement strategies.

Products: Project results will provide a comprehensive picture of Palau's current status with regard to implementation of IDEA and improving results for students with disabilities, and a wealth of information to inform systems change planning for the future of special education services in Palau.

Grant Number: H326X010035

Collaborative Project to Develop and Implement a Program Effectiveness Evaluation

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Beginning Date: 1/01/02
Ending Date: 12/31/02

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Purpose: This project will be a collaborative effort among state agencies to ensure compliance with IDEA through the development and implementation of an improved and cohesive data analysis system to determine the impact of special education and early intervention services.

Method: A one-year plan will be developed to assist in implementing a data system to support and improve results in the following areas: analysis of current state systems for collecting and reporting data; implementation of systematic program effectiveness evaluation to analyze the impact of early intervention, and special education and related services; development of a method to measure the effectiveness of IEPs and IFSPs linked to statewide general curriculum and appropriate activities with parent, general education, and agency involvement;

and implementation of personnel development activities to address the shared responsibility and accountability among general and special educators, parents, and related services and other agency personnel for effective program evaluation.

Products: The system developed by this project will help increase the availability of more valid and reliable data to assist state agencies in determining results-oriented information about special education and early intervention services for children and youth with disabilities and their families.

Grant Number: H326X010038

American Samoa's IDEA General Supervision Enhancement Grant

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: Like the United States, American Samoa must meet all requirements of IDEA 97, including federal monitoring activities and the completion of a self-assessment. American Samoa faces many challenges in complying with IDEA 97, including its geographic isolation, staff turnover, lack of effective data systems, and linguistic and cultural differences. To address their needs, the Technical Assistance and Consulting Services at the University of Oregon (TACS/UO) will develop for American Samoa a process to conduct a self-assessment and will develop a data system to support the needs of a Continuous Improvement Monitoring Process (CIMP) at the state level.

Method: The TACS/UO will provide both onsite and offsite technical assistance in support of project objectives. The American Samoa Department of Education (ASDOE) will conduct a self-assessment of implementation of IDEA 97 and its impact on improving results for children and youth with disabilities, including identification of improvement strategies. Project activities will include coordinating activities of ASDOE staff who are planning the self-assessment, managing the self-assessment process, assisting in the collection and analysis of data, identifying a set of improvement strategies to be submitted as part of the self-assessment, and developing the self-assessment report for submission to OSEP. The second goal of this project is to expand, enhance, and implement a Web-based data management system that provides results-oriented information about special education and related services and will support the data reporting needs of the CIMP process.

Products: This project will provide a comprehensive picture of American Samoa's current status with regard to implementation of IDEA 97 and outcomes for students, and a comprehensive user-friendly data management system to summarize and report on special education programs.

Grant Number: H326X010039

Pennsylvania Dispute Resolution Skills Training Project

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: Pennsylvania, through its recent involvement in the U.S. Office of Special Education Program's Continuous Improvement Monitoring Process (CIMP), identified areas of improvement related to the dispute resolution process. Recommendations were made in the Self-Assessment Report to train personnel, including families and service providers, on informal dispute resolution strategies. The Pennsylvania Dispute Resolution Skills Training Project seeks to use the information gathered from the CIMP, a pilot training project on dispute resolution skills, and research-validated practices to develop a training project that will improve Pennsylvania's ability to ensure that families and their infants, toddlers, preschoolers, and children with disabilities have access to early intervention Services and a Free Appropriate Public Education.

Method: The focus of the project will be to build dispute resolution skills in local service providers and parents so that disputes can be resolved in a timely fashion at the local level before more formal approaches must be used. The project will focus on building local capacity through the individualization of training materials to meet local concerns and the use of a system of regional teams of trainers. This project will develop a cadre of 32 trainers who are skilled in dispute resolution and training strategies. The training cadre will include representatives from Pennsylvania's Training and Technical Assistance Network, certified mediators, Parent Education Network, and other advocacy organizations. Trainers will have expertise in special education and/or early intervention programs. The training will target parents, advocates, school district personnel, early intervention providers, intermediate unit staff, local interagency coordinating councils, and local task force members.

Products: The cadre of trainers will provide a six-hour skills-based training session to approximately 7,500 participants. Participants will be presented with an advanced dispute resolution and mediation skills training that will be designed to meet the unique concerns of Pennsylvania's children with disabilities and their families.

Grant Number: H326X010042

Technical Assistance and Dissemination to Improve Research for Children with Disabilities

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will establish a statewide system to identify, disseminate, and implement research-based promising practices and information about the education of children with disabilities, in order to ensure free appropriate public education through improved instruction, service, and program implementation.

Method: The project will establish a Marshall Islands Special Education Resource Center and additional on- and off-island resources to collect, process, and disseminate information and knowledge on promising practices, materials, and program procedures. It will train special education specialists and a cadre of special education and regular education teachers and school administrators on a range of promising practices to serve as trainers and on-island facilitators to support implementation of promising practices, and it will support various state agencies with their roles in the continuous improvement monitoring process and ensure alignment with the improvement planning process.

Products: The statewide technical assistance system developed by this project will help teachers and parents of students with disabilities to secure information on promising intervention, instructional, and program practices and services; provide information about research-based interventions and instructional practices; support the use of promising instructional and service delivery approaches in local schools and agencies; serve as a conduit for the dissemination of research-based information between educational agencies and national technical assistance centers; and improve the efficacy of disseminating information.

Grant Number: H326X010043

Continuous Improvement Monitoring Plan to Implement a System of General Supervision and Monitoring to Ensure That All Students Are Benefitting from Enhanced Special Education Services

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will address statewide solutions and strategies to respond to continuing challenges to the Continuous Improvement Monitoring Process, improve the state's participation in that process, and implement effective focused monitoring strategies.

Method: The project will develop a formal interagency collaboration between the state's departments of health and education in order to build an infrastructure at the state and local levels for collecting results-oriented data on early intervention transition. Expert technical assistance will be used to develop a system to collect and use important data related to collaboration. Personnel, administrators, and consultants will be trained to understand and use the enhanced data system and new processes.

Products: The project will strengthen state performance indicators and develop a system for feedback of state data to local education agencies for their use in decision making and continuous local improvement. This will be accomplished by revising and improving the local unit accreditation processes, establishing key performance indicators based on results and improvements expected of districts in relation to focused monitoring concerns, and incorporating common data in their annual plans for improvement. The project will also design procedures for aligning administrative accountability for special education with local general school improvement by assisting districts to appropriately include special education concerns in the improvement plans. The project will also realign the state technical assistance structure to support continuous improvement.

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Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act

Grant Number: H920T970006

The New Alliance Project: Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act (IDEA)

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Beginning Date: 11/01/97
Ending Date: 10/31/02

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Purpose: The New Alliance Project intends to address the increasing demand for and declining number of personnel from historically underrepresented ethnic groups for special education and related services. The project will also address the enhancement of institutional and program quality at historically black colleges and universities (HBCUs) and other minority institutions (OMIs), including their access to external funding to support students and their personnel preparation programs.

Method: A major thrust of the project will be to increase the success rate of special education and related services departments in acquiring grants for personnel preparation in special education and related services to meet the demand for and capacity of qualified personnel from historically underrepresented ethnic groups. Project goals include: collaboration and dissemination, grant acquisition, technical assistance for grant management and program development, support for dissemination and replication of promising practices, and dissemination of data about the project's services and impact.

Contracts

Contract Number: ED98CO0072

Federal Resource Center for Special Education

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The Academy for Educational Development (AED), in collaboration with its partner, the National Association of State Directors of Special Education (NASDSE), and a team of experts, will continue operating the Federal Resource Center for Special Education (FRC). The project is committed to the task of informing people about the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97) in order to improve results for children and youth with disabilities. To achieve this, the project will strengthen the following services: 1) coordination and collaboration; 2) knowledge dissemination and technical assistance; and 3) research syntheses and reporting. AED will support new strategies for using technical assistance and information for effective problem-solving and decision-making to achieve the following purposes: 1) to assist State Education Agencies (SEAs) through the Regional Resource Centers (RRCs) and their partners with the process of planning systemic change to improve the results of early intervention, education, and transition for children with disabilities; 2) to promote systems change through a multi-State or regional framework; 3) to increase the depth and utility of information in ongoing and emerging areas of need identified by the RRCs and SEAs; and 4) to promote communication and information exchange among SEAs and their partners, based on the needs identified.

Method: The project will carry out the following tasks in a fully integrated manner to create a framework for FRC operations: 1) establish an Advisory Group; 2) synthesize and report the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications; 3) develop and carry out a plan for systemic coordination and collaboration with existing Technical Assistance and Dissemination (TA&D) projects; 4) identify and disseminate effective systemic change strategies; 5) identify, synthesize, and disseminate information on effective new TA&D strategies; 6) plan and conduct a meeting of TA&D providers; and 7) develop a Performance Measurement System. The vision of this project includes an active and efficient exchange between and among RRCs, specialized technical assistance networks, and general education technical assistance providers. Through AED's expanded and enhanced networks that reach beyond special education to regular education and other government agencies, the FRC will function as a catalyst for systems change by facilitating effective use of the OSEP-funded technical assistance and information network by the States.

Products: The FRC will prepare a report of the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications. It will also report on coordination and collaboration activities involving existing Technical Assistance and Dissemination (TA&D) projects, with

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information on methods of TA&D available through each provider, the audiences that each TA&D provider serves, and costs and availability of the TA&D. The FRC will produce these materials in written, electronic, alternative media, and accessible formats as appropriate and will place them on the FRC's Web site. Other products include an annual conference for TA&D providers, and a Web-based newsletter.

Contract Number: ED99CO0026

OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education

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Beginning Date: 1/01/99
Ending Date: 12/31/03

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Purpose: The OSEP/ERIC Special Project has the goals of increasing the dissemination of research and improving the translation of research findings into products that are comprehensible and useful to practitioners. It aims to promote communication and networking among researchers, so that they are aware of each other's work and can link their knowledge to other research knowledge to produce better, more usable, more valid research results.

Method: The project will achieve these goals through three types of activities: 1) database development, which involves maintenance and updating of the OSEP-wide database of information about funded projects; 2) information analysis and product development, which involves development of products and services that "translate" and disseminate research information to a variety of target audiences in a variety of formats and media; and 3) conferences, which involves organizing conferences that provide professional development and networking opportunities for OSEP-funded researchers and doctoral training grantees and that foster discussion of, and inquiry into, emerging issues in special education. The project plays an important role in the implementation of OSEP's strategies for achieving the objectives and outcomes specified by the Government Performance and Results Act for IDEA's discretionary programs.

Products: The project's product line includes print and electronic publications designed to spread word of research projects in progress and to bring established research findings to bear on educational practice. Products will include: "News Briefs" (a Web-based product), "Research Projects Directory" (a print and Web-based product), "Research Connections" (a topical biannual research newsletter), "ERIC/OSEP Digests, and occasional publications. Other project products include the database of funded projects, which is used to meet the information needs of OSEP staff and OSEP grantees, and the annual conference for researchers and doctoral training grantees.

Contract Number: ED01CO0112

Early Childhood Technical Assistance Center

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Purpose: The purpose of the Early Childhood Technical Assistance Center (ECTAC) is to ensure that eligible infants and toddlers with disabilities ages birth through 2 years and their families receive comprehensive, high quality early intervention services and that young children with disabilities ages 3 through 5 receive a free appropriate public education including special education and related services.

Method: This project is a collaboration between partner organizations including the Frank Porter Graham Child Development Center at University of North Carolina - Chapel Hill; the Georgetown University Child Development Center; the National Association of State Directrs of Special Education; the PACER Center; and Zero to Three: the National Center for Infants, Toddlers, and Families. The mission is to strengthen state and local systems to ensure that eligible young children and their families benefit from quality supports and services that are culturally appropriate and family centered. To accomplish this mission, the project has these four goals: 1) promote collaborative partnerships among technical assistance systems and early childhood initiatives focused on the common goal of improving and expanding services to young children with disabilities and their families; 2) support the collaborative development of strategic State Work Plans that articulate the issues and needs, identify existing strengths and resources, and develop strategies for building state and local system capacity to improve services for young children with disabilities and their families; 3) determine and respond to critical national issues (significant barriers to achieving the vision of IDEA) through generation and/or synthesis of knowledge and facilitating the transfer of research to practice; and 4) coordinate and deliver technical assistance to target audiences at national, state, and local levels to improve results for children with special needs and their families.

Products: An integrative technical assistance system will be built that will be coordinated with many partners who bring a wide array of knowledge, materials, and resources to the project.

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Contract Number: HS97016001

Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools

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Beginning Date: 9/30/97
Ending Date: 9/29/02

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Purpose: The American Institutes for Research (AIR) proposes to establish a Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools that will engage in a series of activities designed to develop a comprehensive national technical assistance model for elementary and middle schools.

Method: AIR activities are organized around nine primary objectives related to elementary-school and middle-school-aged children with disabilities: 1) to articulate the most pressing needs and issues confronting school districts in an era of systemic reform and change; 2) to select school districts to receive technical assistance in improving educational outcomes for this student population; 3) to conduct an assessment of needs to identify the needs and issues school districts face in improving educational outcomes; 4) to design a comprehensive, systemic technical assistance approach, including strategies and guidelines to help school districts address their most pressing needs and improve educational outcomes; 5) to collaborate with existing local, regional, state, and national technical assistance providers and efforts; 6) to establish a resource bank; 7) to conduct a pilot test of the technical assistance approach in school districts; 8) to evaluate the results of the pilot tests; and 9) to expand the technical assistance approach to become more national in scope.

Products: The scope of the work done by AIR in establishing the Center is designed to lead to a replicable model of national technical assistance for children with disabilities across the country. During the contract, activities will be progressively scaled up to become more national in scope. A thorough assessment of the TA strategies will enable AIR to design a comprehensive national model of technical assistance delivery.

Contract Number: HS97020001

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

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Beginning Date: 9/30/97
Ending Date: 9/29/02

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E-mail: judith.holt@ed.gov

Purpose: Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

Method: The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

Products: Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

PARENT TRAINING AND INFORMATION

84.029M and 84.328M
Parent Training and Information Centers

Grant Number: H029M970002

Parent Training and Information Center

Project Director: Caplan, Elizabeth
Oregon COPE Project, Inc.
Coalition in Oregon for Parent Education
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Salem, OR 97302
Voice: 503-581-8156
E-mail: orcope@open.org

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Jan Harlow
Voice: 202-205-8688
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Purpose: This project proposes to enhance special education in Oregon by educating and empowering parents of children with disabilities to participate as equal partners in the educational processes affecting their children. The project would address this goal through six models: training, support/networking, materials development, public education, interagency collaboration, and information and referral. The central project office will continue to use parent consultants to provide workshops to parents, volunteers, and other professionals. A parent-to-parent support network will be established, matching "veteran" parents with those of newly diagnosed children with special needs. Project information will be disseminated by means of newsletters, conference presentations, and expansion of networking, including electronic means.

Grant Number: H029M970003

Parent Training and Information Project

Project Director: Prescott, Nancy
Connecticut Parent Advocacy Center, Inc.
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Niantic, CT 06357
Voice: 860-739-3089; *Fax:* 860-739-7460
E-mail: cpac@cpacinc.org
Website: http://www.cpacinc.org

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The Connecticut Parent Advocacy Center project intends to build upon existing projects to enable parents in Connecticut to participate more effectively with professionals in meeting the educational needs of their infants, toddlers, children, and youth with disabilities. The project will increase its training and information services for parents via workshops and individually, to include them more fully in the educational decision-making processes for their children and in their children's successful transitions from birth to adulthood.

Grant Number: H029M970004

Parent to Parent Training Project

Project Director: DesJardins, Charlotte
Family Resource Center on Disabilities
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Chicago, IL 60604
Voice: 312-939-3513
E-mail: frcdptiil@ameritech.net
Website: http://www.ameritech.net/users/frcdptiil/index.html

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The Family Resource Center on Disabilities works in the state of Illinois (particularly in the Empowerment Zone of Chicago and in the Enterprise communities of Springfield and East St. Louis) to provide information/referral/linkage, training sessions in house and at community locations, and a training program for parents and other volunteers to become community trainers and advocates.

Method: The project provides consultation and technical assistance to participants as well as monitoring and evaluation of trainer/training activities to assure quality training during and after the training period. It will implement a special outreach program designed to reach minority populations and newborn, newly diagnosed children with special needs.

Grant Number: H029M970005

Training Personnel for the Education of Individuals with Disabilities Program

Project Director: Eaddy, Mary S.
Parents Reaching Out to Parents of South Carolina, Inc. (PRO-Parents)
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Columbia, SC 29210
Voice: 803-772-5688; *Fax:* 803-252-4513
E-mail: pro-parents@aol.com
Website: http://www.midnet.sc.edu/proparentssc/

Beginning Date: 6/01/97
Ending Date: 9/30/02

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: Parents Reaching Out to Parents of South Carolina intends to strengthen and broaden current programs of effective parent training and advocacy. The project will assist parents and other professionals in South Carolina to better understand the nature and needs of children with disabilities and provide them follow-up support. It will train parents to communicate more effectively with special and regular educators, related services personnel, and other professionals, and it will assist parents in participating fully in the educational decision-making processes, including the development of the individualized education program. Parents will learn about the range of options, programs, services, and resources available at all levels for children with disabilities and their families. The project will also assist parents in understanding the provisions for educating children with disabilities under the Individuals with Disabilities Education Act.

Grant Number: H029M970006

PATH Project

Project Director: Meyer, Janice S.
Partners Resource Network, Inc.
1090 Longfellow Dr., Suite B
Beaumont, TX 77706
Voice: 409-898-4684
E-mail: TXPRN@juno.com
Website: http://www.partnerstx.org

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The proposed project is designed as a continuation and expansion of the PATH Project, a statewide parent training and information center in Texas for children of all ages with disabilities. The overall purpose is to assist parents to better understand their children's disabilities and to more effectively fulfill their roles and responsibilities.

Method: Parent empowerment and leadership development will be key elements in the project's work with parents. Training and education will be provided, as will information, referral, and technical assistance, and a statewide conference will be held. The project will also facilitate the activities of 20 regional coalitions and an advisory committee and will provide financial and technical assistance to minority parent support groups in Enterprise Communities and Empowerment Zones.

Grant Number: H029M970007

Parents Let's Unite for Kids

Project Director: Moore, Dennis
Parents Let's Unite for Kids
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Billings, MT 59101
Voice: 406-255-0540
E-mail: plukinfo@pluk.org
Website: http://www.pluk.org

Beginning Date: 9/01/97
Ending Date: 9/30/02

OSEP Contact: Jan Harlow
Voice: 202-205-8688
E-mail: jan.harlow@ed.gov

Purpose: This project intends to provide parents of children with disabilities with information about their rights and to offer training in communication and other skills to help them participate more effectively with school personnel in developing Individualized Education Programs. It will develop new methods for conveying information to parents, including videos for home use.

Method: The project will present training workshops on special education law, terminology, and techniques; transition planning; and best practices for inclusive education. Special emphasis will be placed on conflict resolution techniques to resolve special education disputes. Outreach specialists will inform previously unserved or underserved families, particularly families in rural locations and on Montana's seven Indian reservations. The project will train and support volunteers on the reservations and in Montana's five service regions using the trainer-of-trainers model.

Grant Number: H029M970010

Families Together Inc.

Project Director: Zienkewicz, Connie
Families Together Inc.
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Wichita, KS 67203
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E-mail: fmin@southwind.net
Website: http://www.familiestogetherinc.com/index.html

Beginning Date: 9/01/97
Ending Date: 9/30/02

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
E-mail: peggy.cvach@ed.gov

Purpose: The centers set up under Families Together offer parent assistance in various facets of disabilities, from questions about rights to referrals to support systems. Parent Networking Conferences provide the opportunity for parents to know other parents and gain information regarding appropriate services for their child from preschool through transition to the workplace.

Method: In addition to continuing the services mentioned above, Families Together will provide workshop training to parents across Kansas and increase the number of workshops offered. Workshop topics include: early childhood services, preschool options, school age-services, transition to the workplace, and understanding and accessing state and federal financial aid programs.

Grant Number: H029M970012

Project Adobe

Project Director: Van Curen, Sallie A.
Parents Reaching Out to Help
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E-mail: nmproth@aol.com
Website: http://www.parentsreachingout.org

Beginning Date: 8/08/97
Ending Date: 9/30/02

OSEP Contact: Jan Harlow
Voice: 202-205-8688
E-mail: jan.harlow@ed.gov

Purpose: Project Adobe is a statewide parent training and information project crossing geographic, cultural, ethnic, age, and diagnostic boundaries. The project intends to expand its network of community-based advocates to assist local families in negotiating the educational system. It provides technical assistance and support to advocates, families, and educators — individually and through conferences and workshops. The goals of Project Adobe focus on the whole child within the context of his or her family.

Grant Number: H029M970016

Support for Families of Children with Disabilities Parent Training and Information Center

Project Director: Duenas, Juno
Support for Families of Children with Disabilities
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San Francisco, CA 94110
Voice: 415-282-7494
E-mail: sfcdmiss@aol.com

Beginning Date: 9/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The project, a parent training and information center, will enable parents of children with disabilities to increase their knowledge about their child's disability, to better communicate with professionals, and to participate directly in the educational decision-making process for their children.

Method: The project will provide information and resources through its multilingual library, information packets, resource guides, and newsletter. It will provide training to parents through multilingual workshops on issues such as Individualized Education Programs and communicating with professionals. Volunteers will be trained to become parent mentors and continue the support services of the project. Individualized guidance will also be provided by a community resource parent.

Grant Number: H029M970018

Parents Training Parents

Project Director: Pratt, Sue; Strong, Patrick
Citizens Alliance to Uphold Special Education
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E-mail: info-cause@voyager.net
Website: http://www.causeonline.org/

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The Citizens Alliance to Uphold Special Education (CAUSE) is a coalition of organizations that represent consumers of special education services. CAUSE provides information and training to parents of children with disabilities across the state of Michigan. CAUSE provides several kinds of parent workshops that give basic information about rights and responsibilities, communication skills, IEP participation, an overview of Section 504 of the Rehabilitation Act, and transition rights. It also presents more in-depth workshops on parent and professional collaboration and effective transition plans, and it provides training for parents who want to work with and for other parents. CAUSE staff and volunteer parent trainers provide information and technical assistance to families and professionals over the phone, and staff and invited experts provide the volunteer trainers with two training weekends to improve their skills. The project will disseminate information about programs for children with disabilities and project services across the state to parents, professionals, and others by a variety of techniques.

Grant Number: H029M970020

Project SPAN: Empowering Families and Building Bridges

Project Director: Autin, Diana MTK
Statewide Parent Advocacy Network, Inc.
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E-mail: span@spannj.org
Website: http://www.spannj.org

Beginning Date: 6/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The project will continue and expand on the existing New Jersey statewide Parent Training and Information Center to develop parents' skills and to form collaborative relationships between parents and professionals to secure appropriate services for children with disabilities. Parents will learn about the full range of services and resources available and will learn to participate fully in the educational decision-making process for their children. The project will provide training, information, and technical assistance and support to families in New Jersey, with a focus on traditionally underserved families of color and those whose first language is other than English. It will also assist professionals in gaining the skills and knowledge to work collaboratively and effectively with families.

Grant Number: H029M970024

Parent Training and Information Project of the Utah Parent Center

Project Director: Post, Helen W.; Gibson, Jennie
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2290 East 4500 South #110
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E-mail: helenpo@utahparentcenter.org
Website: http://www.utahparentcenter.org

Beginning Date: 8/01/97
Ending Date: 9/30/02

OSEP Contact: Jan Harlow
Voice: 202-205-8688
E-mail: jan.harlow@ed.gov

Purpose: The Utah Parent Center utilizes a parent-to-parent model designed to address the various needs of parents of children with disabilities. The project will: conduct training workshops and conferences; provide individual training, referral, and support by telephone, mail, or in person; conduct orientation and outreach activities; and establish collaboration, coordination, and communication with agencies and organizations targeted to parents and professionals in order to serve families and children with disabilities. Through the project, parents will better understand the nature and needs of their children; be able to provide follow-up support for the educational programs of their children; communicate more effectively with educators, administrators, related services personnel, and other professionals; participate fully in the decision-making processes; and obtain information about the range of options, programs, services, and resources available at all levels for their children.

Grant Number: H029M970038

Absolute Priority: Parent Training and Information Centers

Project Director: Stovall, Wanda; Semrau, Barbara
Arkansas Disability Coalition
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Voice: 501-614-7020
E-mail: adc@alltel.net
Website: http://www.adcpti.org

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Glinda Hill
Voice: 202-205-9145
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Purpose: This project intends to continue and expand the activities of the Arkansas Parent Training and Information Centers to assist parents in participating actively in their children's educations.

Method: Using technology and outreach services, the project will inform parents and individuals with disabilities about their range of options for early intervention, transition, and educational services, and the programs and resources available at the state and national levels. Training and dissemination of information will occur at each of the three main parent centers and at an annual conference.

Grant Number: H029M970039

Parent Training and Information Center

Project Director: Hinojosa, Yvette
Texas Fiesta Educativa
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San Antonio, TX 78212
Voice: 210-222-2637
E-mail: poder@world-net.com
Website: http://www.tfepoder.org

Beginning Date: 9/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
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Purpose: This project will improve and expand an ongoing parent training and information center in Texas. Through the development and adaptation of training materials, workshops, and an annual conference, the project will meet its goals: to further the development of a support network for Hispanic families and their children with disabilities; to increase self-advocacy measures; to improve communication and cooperation between Hispanic families and service providers; to enhance the decision-making abilities of Hispanic parents; and to build collaborative partnerships with various disability groups.

Grant Number: H029M970040

Parent Training Information Center

Project Director: Heizman, Cathy W.
Child Advocacy Center
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Cincinnati, OH 45237
Voice: 513-821-2400
E-mail: CADCenter@aol.com

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: This project, the Child Advocacy Center, is a training and information center for parents of children with special education needs, serving the Cincinnati, Ohio area since 1977. The project intends to continue its services, including training parents in their rights and responsibilities, conducting community outreach activities, producing a newsletter, providing personal assistance to individuals attempting to access the educational system or provide appropriate services to children and youth with disabilities, and acting as a community resource in helping to mold public policy by advocating for them at the regional and state levels.

Grant Number: H029M970041

Latino Parent Training and Information Center

Project Director: Rodriguez-Sullivan, Maria E.
National Center for Latinos with Disabilities, Inc.
1921 South Blue Island Ave.
Chicago, IL 60608-3014
Voice: 312-666-3393; *Fax:* 312-666-1787
E-mail: ncld@ncld.com
Website: http://www.ncld.com

Beginning Date: 9/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The project seeks to continue the work of the National Center for Latinos with Disabilities (NCLD), the only consumer-based advocacy organization and culturally and linguistically appropriate training center for Latinos with disabilities and their families in the state of Illinois.

Method: The NCLD will assist Latino persons with disabilities and their families in promoting equal participation for them in society and in educational environments in an independent, self-sufficient, and meaningful manner. The Center will empower this population not only through the training offered at the center in Chicago but by building and coordinating a statewide program of workshops for Latino communities.

Grant Number: H029M970044

Parent Training and Information Center

Project Director: Burley, Margaret M.
Ohio Coalition for the Education of Children with Disabilities
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Marion, OH 43302
Voice: 740-382-5452
E-mail: ocecd@edu.gte.net

Beginning Date: 7/16/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
E-mail: donna.fluke@ed.gov

Purpose: The Ohio Coalition for the Education of Children with Disabilities proposes to provide parent information and training services for parents and families of infants, toddlers, children, and young adults with disabilities throughout Ohio; to inform professionals who serve these parents; and to promote awareness of disability issues in the general public. It will disseminate information via a newsletter and press releases to other print media and through its outreach services. It will provide statewide training to parents by means of annual workshops. It will offer both inservice and preservice sessions for professional and parent/educator partnership training. Finally, it will recruit resource and training leaders from diverse parent organizations across the state and train leaders to provide continuing assistance.

Grant Number: H029M970046

Parents Educating Parents

Project Director: Bomar, LaVerne
Parents Educating Parents, PEPP, Inc.
6613 East Church St., #100
Douglasville, GA 30134
Voice: 770-577-7771
E-mail: PEPPAC@bellsouth.net

Beginning Date: 7/01/97
Ending Date: 9/30/02

OSEP Contact: Glinda Hill
Voice: 202-205-9145
E-mail: glinda.hill@ed.gov

Purpose: The Parents Educating Parents Project intends to continue its goal of training parents to better meet the needs of their children who have disabilities and to expand to keep pace with changing laws, families' needs, and an ever-changing society. Services include workshops, individual assistance with educational problems, information and referral, newsletters, lending libraries, parent-to-parent support, and other information.

Method: The project intends to strengthen the collaborative roles among parents of children with disabilities in the Georgia education system; it will assist these parents and professionals in communicating and participating fully in the educational process. It will do this by formulating training materials to be distributed by mail or in workshops and conferences which respond to specific parent needs. It will improve services to hard-to-reach areas by establishing community outreach centers and it will create materials and develop workshops to address concerns for violence and abuse in schools relating to children with emotional and behavioral disabilities.

Grant Number: H328M980018

Family T.I.E.S Network, A Parent Training and Information Center, A Family, Individuals With Disabilities and Minority Driven Organization That Provides Information, Training, Technical Assistance, Advocacy and Ongoing Support

Project Director: Saines, Carol
Family T. I. E. S. Network
830 South Spring Street
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Voice: 217-544-5809
E-mail: ftiesn@aol.com

Beginning Date: 10/01/98
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
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Purpose: The project is a unique collaboration among parents, consumers, advocates, and professionals concerned with improving the education of students with disabilities in the State of Illinois. The mission of the project is " to create systems change through a comprehensive and culturally competent statewide system of parent empowerment, training, and support that will focus on individual families' roles in accomplishing that change; to build upon and strengthen the current efforts of parents and people with disabilities in every region of the state; and to build strength to accomplish statewide systems change through a broad coalition of parents, people with disabilities and professionals representative of every cultural, socioeconomic and disability group in Illinois."

Method: The project aims to improve the educational opportunities of student with disabilities across the state of Illinois by achieving the following vision and goals: 1) Parents and families of children of all ages, disabilities, and cultures across the state of Illinois will have access to a comprehensive, well-coordinated system (including early intervention and education) that will provide them with state-of-the-art information and training (on their children's rights under the IDEA, student school records, the ADA, Section 504, and other state and federal laws) that is relevant to their children's needs. Parents will have access to a system that will provide culturally competent and accessible advocacy which will increase their own ability to work within the system and provide readily available support and placements and services. 3) Parents and school districts will work together to design services and support for students with disabilities using state-of-the-art technical assistance, curricular adaptations and supports. 4) Parents of children with disabilities who are members of underserved and unserved groups must have access to a systemic coordinated statewide effort to provide outreach to increase their participation in the decision making processes (including the development of effective IEPs/IFSPs) that impact the lives of their children. Additional goals of the project are to establish formal methods of communication and networking throughout the state of Illinois, including communication among the State Support Center, the Regional Support Centers, parents and families of infants, toddlers, children and youth with disabilities, and other agencies, groups, individuals, clearinghouses, and coalitions concerned with children with disabilities. Leadership development and technical assistance to the Regional Support Centers will be provided by the project including but not limited to conducting regional assessments and subsequent regional long range plans to enhance the ability of the system to reach and provide support to underserved and unserved parents of children with disabilities.

Grant Number: H328M980043

Parent Training and Information

Project Director: Rowell, Deborah
Exceptional Family Support, Education, and
Advocacy Center of Northern California, Inc.
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Paradise, CA 95969
Voice: 530-876-8321
E-mail: sea@sunset.net
Website: http://www.sea-center.org

Beginning Date: 10/01/98
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
Voice: 202-205-9161
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Purpose: This parent training and information program will assist families of school-aged children with disabilities living in nine far northern counties of California to understand their child's disability, participate in decision-making processes, communicate effectively, and understand provisions of IDEA for educating their children.

Method: The purposes of this project will be accomplished by: expanding and improving current systems for supporting and educating parents of children with disabilities; improving parents' access to information about their child's disability; providing opportunities for locally based training on a regularly scheduled basis; focusing training on resources, communication, and special education laws and provisions; and offering support to families, particularly those living in remote, rural areas. The expected impact of this project is dramatic improvement of the system of educating and supporting parents of children aged 3 to 22; availability of services to families in rural underserved areas; and increased collaboration among parents, schools, agencies, and organizations. Each year, 36 parent training sessions will be conducted, with 432 parents participating; 99 parent groups will meet; 3 resource fairs will take place; and 150 "new" parents will be contacted by trained parents. Each county will build a locally based lending library of books, videos, and periodicals.

Grant Number: H328M990001

Parent Training and Information Center of Iowa

Project Director: Reynolds, Jule
Access for Special Kids
321 East Sixth Street
Des Moines, IA 50309-1903
Voice: 515-243-1713; *Fax:* 515-243-1902
E-mail: PTIIowa@AOL.com

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
Voice: 202-205-9807
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Purpose: This project will build awareness among parents of children with disabilities and those who work with them and will enhance the ability of parents to participate in decision making to ensure that their children with disabilities receive appropriate early intervention and educational services in the least restrictive environment. It will work to increase knowledge and educational problem solving skills of individual parents through one-to-one information, referral, and family support activities.

Method: The Parent Training and Information Center of Iowa will partner with Hispanic Educational Resources for assistance with culturally competent outreach to Latino and other ethnic minority families in rural/urban areas across the state. Parents of infants, toddlers, and children with the full range of disabilities will be served. Project activities will be oriented to reaching culturally diverse, low-income, and other underserved families. Project activities will include: workshops on the Individuals with Disabilities Education Act (IDEA) for a total of 540 professionals and parents over the project's four years, particularly parents in rural and other underserved areas of the state; a train-the-trainer program for 30 emerging parent leaders in rural/urban communities; a surrogate parent training program; individualized information and referral to 500 parents and professionals annually; and technical assistance on parent concerns to key parent leaders and groups involved in early intervention and special education services.

Products: The project plans to publish a newsletter for 1,500 readers; maintain a World Wide Web site with links to state and national information sources; provide public awareness presentations; and disseminate IDEA publications and audiovisual materials in multiple languages to parents and groups serving families of children with disabilities.

Grant Number: H328M990002

South Dakota Parent Connection, Inc. Parent Training and Information Center

Project Director: Peterson, Beverly
South Dakota Parent Connection, Inc.
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Sioux Falls, SD 57106-4209
Voice: 605-361-3171; *Fax:* 605-361-2928
E-mail: lynnbf@sdparent.org
Website: http://www.sdparent.org

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
Voice: 202-205-5045
E-mail: lisa.gorove@ed.gov

Purpose: This project is the state's only parent training and information center. It provides training, information, and links to services to meet the needs of parents, families, and individuals with disabilities, and it is committed to building local capacity.

Method: The project will implement the following six goals: 1) provide training and information statewide to meet the needs of parents and families of individuals with disabilities; 2) provide culturally competent training and information statewide to meet the needs of Native American parents and families of individuals with disabilities; 3) identify the needs of additional underserved populations; 4) provide information related to specific underserved populations; 5) build capacity to meet the needs of parents and families of individuals with disabilities to connect locally with training, information, services, advocacy, dispute resolution, and other parents; and 6) respond to the changing training and information needs of parents, families and individuals with disabilities. Key activities will include statewide training and information, establishing an advisory council, continuing to build collaborative relationships, and linking parents to each other locally.

Products: Outcomes will be increased local access to training and information; greater awareness of services available; development of parent mentors who can immediately provide support; and the statewide system of training, information, and services involving parents, professionals, agencies, and organizations.

Grant Number: H328M990005

PACER Center's Parents Training Parents

Project Director: Goldberg, Paula F.
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E-mail: pgoldberg@pacer.org
Website: http://www.pacer.org

Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
Voice: 202-205-9161
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Purpose: Through this parent training project, PACER Center will implement six levels of service to reflect the IDEA 1997 emphasis on improved outcomes for students with disabilities: individual information and assistance; basic and specialized training; training and assistance to underrepresented parents; local capacity building; information/dissemination; and networking and parent/professional collaboration.

Method: Information and assistance will be provided statewide to 6,500 to 7,500 parents and professionals by phone, mail, e-mail, or in person. Seven to ten basic workshops on IDEA 1997 will be presented annually for 275 to 375 people and 15 to 20 larger, specialized workshops will be given on specific topics or for specific groups. Existing services will be expanded to include more African-American, Southeast Asian, American Indian, Hispanic, and low-income parents in all levels of service. PACER's multicultural staff will meet with leaders of diverse groups in the community, present six to eight workshops per year for 40 to 50 parents, and provide information and individual assistance to 100 parents and others through phone, mail, and individual visits. The PACER World Wide web site will be accessible to readers in Hmong and Spanish. Two additional regional centers will be established during the four years of this project.

Products: Resource handouts will be written on topics such as educational options, attention deficit hyperactivity disorder, positive behavior interventions, transition, self-advocacy, and accommodations. Articles on some of these topics will also appear in the PACESETTER Newsletter. Innovative training formats will include written materials in several languages; a World Wide Web site chat-line on specific special education topics; a CD ROM presentation on IDEA; and videotapes and audiotapes on subjects such as positive behavior intervention, extended school year, and inclusion. A new workshop, Cross-Cultural Communication, will be developed and given for 50 professionals and parents. A new outreach to the Somali population will be developed. PACER will reach 100,000 members of the general public annually through use of radio and cable TV linkages, including those with broad appeal in the Hmong and Spanish communities.

Grant Number: H328M990008

Indiana Parent Training Program

Project Director: Alderton, Judith
Indiana Resource Center for Families with Special Needs, Inc.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: The goals of this project are to increase parents' knowledge and skills in order to: 1) better understand the nature of their children's disabilities and their educational and developmental needs; 2) communicate effectively with personnel responsible for providing special education, early intervention, and related services; 3) understand the provisions for the education and early intervention services for infants, toddlers, children, and young adults with disabilities under IDEA; 4) obtain appropriate information about the range of options, programs, services, and resources available; 5) participate in school reform activities to ensure the quality of those services; and 6) participate fully in the decision-making processes and the development of individualized education programs (IEPs) and individualized family service plans (IFSPs).

Method: This project will utilize a parent-to-parent training model to accomplish the following objectives: 1) manage and coordinate the provision of individual training and assistance to 9,000 parents throughout Indiana each year; 2) conduct annually a minimum of 50 workshops and presentations, using various formats, to train approximately 1,300 new parents each year in topics such as early intervention services, financial case management, transition from Part C to Part B services, basic rights, communication, procedural safeguards under Part C and Part B, surrogate parenting, and transition from Part B to adult life; 3) train 50 new Regional Parent Resources (RPRs); 4) contact current network of 302 RPRs four times annually for ongoing assistance and provide two annual inservice training opportunities for them; and 5) conduct targeted outreach activities and provide training and information to parents of infants, toddlers, and children with a full range of disabilities, particularly underserved parents residing in urban and rural areas of Indiana.

Products: This project will train an annual minimum of 10,350 parents of infants, toddlers, children, and young adults with disabilities. The project will produce an expanded, more effective network of trained parents who understand the educational and development needs of their children and the provision of IDEA, know how to access community programs and resources, and participate in the development of IEPs/IFSPs and school reform activities in Indiana.

Grant Number: H328M990009

Advocates for Justice and Education Parent Training and Information Centers

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: This project will assist families who request services, with a focus on underserved and unserved minority parent empowerment, and will use a parent-driven, community-oriented, collaboration-building approach to conduct the following activities: 1) provide a major centralizing resource within the city for the provision of training, information, assistance, support, and referral services to parents of children and youth with disabilities and the professionals assisting them; 2) promote, as opposed to creating, the many collaboratives for parents, professionals, and community advocates to increase D.C.'s compliance with IDEA and other federal and local laws; and 3) enhance the capacity of the District's early intervention, special education, vocational rehabilitation, and related services systems to provide quality assistance and support to parents and families of children with disabilities.

Method: Focusing on parents of children with disabilities in three district empowerment zones/enterprise communities, the project will expand the central office's capacity to: 1) provide general information dissemination, resource acquisition, and specific technical assistance; 2) implement community outreach and public awareness campaigns; and 3) engage children with disabilities, parents, and professionals in partnerships. The project will establish Parent Outreach Offices (P.O.O.), engage in aggressive resource development, and create additional program components with the assistance and direction of parents of children and youth with disabilities, professional service providers, community advocates, and community-based organizations.

Products: Through this project, approximately 9,800 parents will increase their knowledge of: (1) their children's disabilities and development and educational strengths and needs; 2) the range of options, programs and related services, and resources available to assist them; and 3) the principles, provisions, and safeguards of IDEA and related federal, state, and local laws. An estimated 5,000 parents, service providers, and D.C. Public School personnel will participate in training sessions that will give them knowledge necessary to assist parents; to effectively communicate, plan, and implement on behalf of children with disabilities; and to increase their effectiveness in the design, delivery, and monitoring of services provided to parents with children with disabilities.

Grant Number: H328M990010

Project PEP — Parents as Education Partners

Project Director: Aghazadian, Marie-Anne
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: This project will provide parent training and information services to families and educators of Delaware children with a full range of disabilities, through family information and training activities and family and professional collaboration activities.

Method: About 1,500 parents and professionals and 120 students will be trained annually via combined statewide activities of 48 to 52 workshops, 36 to 45 presentations, and three conferences. Individualized information, training, and problem solving skills will be provided to 1,200 parents and professionals annually throughout the state. The project will inform and train 10,000 parents and professionals via related activities of information dissemination; and through local and statewide collaboration, it will create opportunities for parent input and participation in all services relating to children with disabilities. It will also establish a mechanism for the ongoing and periodic evaluation of Project PEP strategies and outcomes. There will be an intense effort to reach traditionally underserved families, including families of children requiring transition services, families of children with undiagnosed or misdiagnosed disabilities, families of infants and toddlers with disabilities, and families of diverse racial and cultural backgrounds.

Products: Products will include a newsletter, a training manual, fact sheets, topical information packets, awareness mailings and presentations, an interactive World Wide Web site, a resource library, public service announcements, talk shows, and a billboard.

Grant Number: H328M990012

Illinois Parent Training and Assistance Project

Project Director: Moore, Donald R.; Davenport, Sue
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Beginning Date: 10/01/99
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: This project will provide training and assistance to Illinois parents of children with disabilities, with a special emphasis on assisting low-income and minority parents from Chicago and 88 other Illinois school districts that enroll more than 1,000 minority students. The key objectives of the project are to help parents in the project's target districts form strong independent groups, to train key parent leaders of these groups to train and advise other parents, to assist parents to build networks for support and collaboration, and to work with parents to press for changes in policies and practices that affect large numbers of minority and low-income children with disabilities.

Method: The project will provide assistance to 1,960 individuals each year, via the following activities: 1) through 23 sustained on-site assistance efforts in the project's priority school districts, 390 individuals will receive training and assistance, 35 group leaders will receive special additional training, and 450 other parents will receive assistance from the leaders whom the project has trained; 2) 470 individuals associated with 68 groups in their priority school districts will receive problem-focused on-site assistance (one to five person days) and 500 individuals will receive short-term assistance and advice; and 4) each group receiving sustained on-site assistance will pursue a systemic issue in their school district to improve the quality of education for children with disabilities, and these groups will collectively pursue at least one systemic state-wide issue.

Products: The project will carry out the activities described above and will collaborate with the other three parent training and information centers in Illinois, with concerned educators, and with other local, state, regional, and national groups to ensure quality education for children with disabilities.

Grant Number: H328M990014

Statewide Parent Training and Information Center

Project Director: Leeper, Lynne S.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: This project will provide information and training for parents of children (birth through adult services) with disabilities, the children themselves, and professionals throughout Washington State. The information and training provided through this project will build partnerships to implement a collaborative decision-making process among parents, students, school districts, and other professionals in formulating the student's special education program.

Method: The project will take the following comprehensive three-pronged approach. First, it will continue to use a train the trainer's model to support community liaisons, who are primarily parents who volunteer to help other parents and students in their community secure appropriate special education services. Second, in response to many requests, PAVE will help develop and support chapters throughout Washington State. The chapters will allow parents and students to come together for peer support, to share information and provide a central point for education and training opportunities. Chapters will provide opportunities for families to increase leadership skills as they work in partnership with education professionals on issues within their communities. Third, PAVE will increase its capacity to serve families by maximizing the use of technology.

Products: PAVE will assist families one-to-one via e-mail and will host chat room opportunities on topics of special interest on a monthly basis. The project will continue to provide workshops which will include information on mandates of IDEA and other pertinent legislation. PAVE will also present local workshops and one statewide conference each year to give families and professionals access to information on various topics of current interest, such as inclusion, school reform, transition to adult services, and natural environments.

Grant Number: H328M990016

Building Capacity through Partnerships

Project Director: Takemoto, Cherie
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This project will build family, professional, state, and community capacity to improve outcomes for students with disabilities. The project will work with state and community leaders to find solutions that will increase access to appropriate services for children in the juvenile justice, foster care, and early intervention systems.

Method: This goal will be accomplished through the following: 1) information and assistance to help families, professionals, and self-advocates understand their power to make IDEA work for students with disabilities; 2) training opportunities to help families, self advocates, and professionals apply what they learn to improve outcomes for students; 3) special education coaches who can help families and students effectively advocate for themselves in the special education process; and 4) increased statewide and community capacity to make services more responsive to the needs and possibilities for children with disabilities. Coaches will model and transfer skills in planning, problem-solving, conflict avoidance, communication, and facilitation so that families and students can become successful advocates who can build partnerships with schools that lead to success for students.

Products: Individual assistance will be delivered through the toll-free telephone, World Wide Web site, e-mail response, mailings, fact sheets, the "PEATC Press," and through direct assistance. Workshops and high-tech and low-tech distance learning opportunities will be provided, including self-study guides, audiotapes, online courses, collaborative regional conferences, and training for trainers.

Grant Number: H328M990017

Parent Partners

Project Director: Burton, Terry C.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: The primary goal of Parent Partners is to assist the parents of children with disabilities to participate more fully and effectively with professionals in meeting the educational needs of their children.

Method: This goal will be accomplished through the following objectives: 1) to provide information and technical assistance relevant to children and youth with disabilities, students with disabilities, their parents, and other interested parties; 2) to provide training and information for parents and professionals in content areas that enhance their capacity to ensure that children with disabilities receive a high-quality education and with a special focus on the education needs of children with disabilities from underrepresented groups; and 3) to work in conjunction with the Center for Law and Education to disseminate materials focused on involving youth with disabilities in the development and implementation of their own transition plans and individualized education programs, and to develop Mississippi-specific training curricula and materials to better assure that students with disabilities will participate in state assessments and the "regular" school curriculum and will learn to the highest standards possible.

Products: Information will be disseminated by video and audio tape presentations; a quarterly newsletter; large and small training sessions for parents, professionals, and students; an annual statewide conference; and a toll-free phone number for parents across the state. The project will also develop and disseminate a resource directory; serve as a liaison with various service provider agencies and consumer/advocacy groups; and work collaboratively with the Mississippi Department of Education and projects housed in the offices of the Independent Living Center in both the northern and southern regions of the state.

Grant Number: H328M990020

Parent Information and Training Center

Project Director: Dawson, Theresa K.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: The purpose of this project is to provide parents of infants, toddlers, and children with disabilities with training and information they need to enable them to participate effectively in helping their children with disabilities to meet developmental goals and, to the maximum extent possible, those challenging standards that have been established for all children, and to be prepared to lead productive independent adult lives, to the maximum extent possible.

Method: The project will assist 500 parents to assume their roles as active decision makers in the educational team process, through workshops and conferences designed to respond to specific parent-identified needs. It will establish and coordinate a parent networking connection for collaborative parent/professional partnerships to reduce isolation, support proactive parent involvement, and encourage the sharing of information and resources about issues, services, and practices; and it will work to improve the overall services of Parents Helping Parents of Wyoming, Inc. through the enhancement of the regional system designed to meet the unique needs of parents/professionals in their communities. To implement these goals, the project will have five part-time regional outreach parent liaisons, located in geographically and economically diverse communities around the state, who will provide support and information to families on an individual basis and as support in individualized education program meetings.

Products: The project will develop small group presentations suitable to the multi-diverse cultures of Native American and Spanish-speaking parents to help empower them to become more actively involved in the educational process. It will maintain a statewide toll-free number, with a TDD, for parents to access information, support, and referral services. The project will have a World Wide Web site; a newsletter disseminated to 3,000 families and teachers around the state; and a lending library of books, videos, audiotapes, and materials on disability and educational issues, parenting skills, and related topics.

Grant Number: H328M990022

National Native American Families Together Parent Training Project

Project Director: Banks, Susan; Curry, Chris
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: The purpose of this project is to increase parental partnerships between Native American families who have a child with a disability (birth through transition to adult services) and professionals in the collaborative decision-making processes for their student's education.

Method: Through a collaborative effort with the University of Idaho, Project UPLIFT, and Washington State University, this project will establish a guiding council of Native American families and professionals. Eight regional coordinators will serve in a train-the-trainer program, conduct workshops, and disseminate information. Each regional coordinator will develop a cadre of six community liaisons who are parents from the community or tribe and who will receive training as local resource persons, providing one-to-one support to 60 families per region.

Products: The project will develop culturally responsive information and training materials to be disseminated nationwide to 1,000 tribes and communities serving Native American students through the Families Together Outreach Center. Materials, booklets, newsletters, and videos will be developed that address all areas of parent participation in the decision-making process, including individualized education programs and individualized family service plan participation, transition, placement, and school reform. In addition, materials will address specific age groups, issues of communication across cultures, assessment of culturally diverse individuals, and general information about disabilities. The project will provide three regional workshops in each region (four regions in year one, six in year two, eight in year three, and nine in year four) to parents and professionals on the mandates of IDEA Parts B and C, Section 504, and other pertinent legislation. During the four years of the project, 162 sharing sessions will disseminate information to 3,240 families on methods that will increase parent participation in their child's program development.

Grant Number: H328M990023

Specialized Training of Military Parents (STOMP) Parent Training and Information Project for Military Families

Project Director: Hebdon, Heather
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: This project will continue to provide training, information, resources, and services to military families of children with disabilities to increase their ability to effectively advocate for their children.

Method: To address issues that military families face, such as poor access to services, cultural diversity, and high levels of low-income families, the STOMP Project will utilize a three-tiered approach. Families will be able to work with staff who have experience serving within the military through one-to-one assistance directly on the phone, via e-mail, or regular mail services. Secondly, the project will provide services through chat rooms, bulletin boards, and video conferencing. Thirdly, staff and identified consultants will provide workshops at installations upon request, and provide and facilitate an annual conference offered for teams of parents and military professionals to enhance their skills in assisting families within their communities. Individuals receiving training at the annual conference will provide feedback, documentation, and outcomes to the project regarding the services they have provided and any additional follow up that STOMP can provide to assist them in their efforts.

Grant Number: H328M990024

Missouri Parents Act (MPACT)

Project Director: Jacoby, Janet
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: The overall goal of this project is to enhance the ability of parents to advocate for their child with special needs through a better understanding of their rights and responsibilities under the Individuals with Disabilities Education Act (IDEA) and to facilitate systems-level change through collaboration with existing state and local agencies.

Method: MPACT will work to enhance its leadership role and that of parents of children with disabilities across Missouri to plan and implement initiatives that meet their needs. The project will provide training and technical assistance throughout the state on issues relevant to empowering parents of children with special needs. It will ensure that Missouri parents have accurate and comprehensive information related to the educational needs, program options, services, and resources available at the local, state, and national levels. It will identify and assist traditionally underrepresented parents, including minorities, low-income families, and those in urban and isolated rural areas, to fully participate in all MPACT programs and activities, and it will collaborate with state and local agencies to maximize the funding for parent empowerment and to facilitate systems change.

Products: The project will work to: establish six regional advisory panels; recruit and train 100 volunteers; train 5,000 parents on effective communication, their basic educational rights, and the Individualized Education Program process; provide technical assistance to 10,000 individuals; disseminate 5,000 customized information packets to parents and 15,000 Parent-to-Parent newsletters; and provide 1,200 minority families with training, technical assistance, and information resources.

Grant Number: H328M990025

Massachusetts Parent Training and Information Center

Project Director: Robison, Richard J.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: The project will continue to operate the Massachusetts Parent Training and Information Center, which will provide parents of children with disabilities with the information and training they need in skill building, leadership development, and participation in systems change.

Method: The project will provide parents with culturally responsive, linguistically appropriate, and individualized information, support, and assistance and empower them to assume their role as active decision makers in the education of their children with disabilities through workshops on critical aspects of federal and state special education and education reform laws. It will develop their leadership capacity by providing in-depth training and technical assistance for emerging and established parent leaders, especially those in underserved communities. It will expand and strengthen collaborative relationships with community-based, statewide, and national organizations, particularly those in underserved areas of the state.

Products: Over the course of the project, nearly 100,000 parents will receive 16 issues of "NewsLine"; information will be accessed from the Federation's World Wide Web site at least 960,000 times; and 26,000 parents will receive individual assistance via telephone, mail, and e-mail. Other products of this project include: workshops and leadership development activities, a conference, community-based and statewide partnerships, and systems change efforts.

Grant Number: H328M990027

S.A.P.P.H.I.R.E. (Southern Arizona Pilot Parents Helping Others Access Information, Resources, and Empowerment)

Project Director: Kallis, Lynn
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: This project will address issues affecting families of children representing all disabilities, ages, and family constitutions in rural areas and throughout Arizona, in a geographically convenient and culturally appropriate manner.

Method: Pilot Parents of Southern Arizona and RAISING Special Kids will work together on this project in various areas such as student-led individualized education programs (IEPs), sibling support, policymaking, and grassroots organization. The project will provide information to teachers and other related professionals so that they are prepared to assist students with disabilities in facilitating their own IEPs. It will utilize a diverse group of volunteer families along with paid parent staff positions throughout the state to take advantage of existing community development and expertise. It will develop and maintain a system of collaborative management and responsibilities of parent training and information activities and develop a network of supports to families living in Arizona's designated enterprise communities and residing on Native lands and reservations.

Products: The project will provide information and support to 3,000 families of children with disabilities throughout Arizona in order that these families may better understand their rights and responsibilities under IDEA and become more involved in their child's education.

Grant Number: H328M990028

Arizona Parent Training and Information (PTI) Network

Project Director: Urbina, Marta
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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: This project will operate parent training and information (PTI) center activities in central and northern Arizona and will assume a lead role in managing the statewide PTI network, which includes RAISING Special Kids (RSK) in central and northern Arizona, Pilot Parents of Southern Arizona, and Families Reaching Harmony on the Navajo and Hopi reservations in northeastern Arizona.

Method: The project will provide information and support by utilizing a large, diverse pool of trained family volunteers, providing staff support, and providing learning opportunities through workshops designed specifically for the needs expressed by families. Local volunteer coordinators will provide direction in supporting families in smaller, rural communities. The project will also work with school districts to encourage their use of the student-led individualized education program process. The project also encourages leadership development activities for families to help them facilitate system change.

Products: RSK will annually provide information and support to 5,000 families who have children with disabilities and/or special needs. RSK will also provide 800 professionals with development opportunities so they can better serve children and families.

Grant Number: H328M990030

TASK Parent Training Project

Project Director: Tellefsen, Joan M.
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Beginning Date: 10/01/99
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: This project will address the continued documented need for increased parental participation in the special education process in southern California, and those areas of northern California presently not being served by the parent training centers of the North.

Method: The project will provide training and information to 3,500 parents of children with disabilities (including underserved populations) and to the professionals who work with children with disabilities to increase their awareness of their involvement in the decision-making process. Parents will be assisted to: better understand the nature of their child's disability, along with their educational and developmental needs; communicate effectively with special and regular education personnel and related services personnel; participate in the decision-making processes and the development of their child's educational programs; and obtain appropriate information about the range of options, programs, services, and resources available. Students with disabilities will be assisted to understand their rights and responsibilities upon reaching the age of majority and to be aware of self-determination and self-advocacy skills during the transition process.

Products: Parental skills will be fostered through workshops, individual assistance, disability fact sheets, resource and referral information throughout the service area, and assessment of the technology needs of persons with disabilities. Parent participation in school reform, networking, and promoting partnerships between parents and school personnel will be stressed during workshops and telephone advocacy. Materials translated into Vietnamese, Japanese, Korean, and Spanish will be available. TASK will provide services to 10 counties in southern California and technical assistance to counties east of the Sierra Nevada, north to the Oregon Border.

Grant Number: H328M000002

Rhode Island Training and Information Center for Parents of Children and Youth with Disabilities

Project Director: Collins, Cheryl
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: The Rhode Island Parent Information Network (RIPIN) Parent Training and Information Center on Disabilities (PTIC) will expand services with the goal of improving educational and life outcomes for children, preparing them to be lifelong learners, productive workers, and responsible citizens.

Method: The project will offer a comprehensive array of services and supports to families of children with disabilities (ages birth to 21) and the professionals who support them, using specific outreach measures for underserved populations. The project will provide training, information, and advocacy to families, which strengthens their role as parents and empowers them to better meet the needs of their children and to participate in systems change initiatives. The PTIC will also develop and offer training to professionals in higher education institutions, agencies, and schools on culturally sensitive family-centered practices. Project staff will foster family involvement in all aspects of the design, implementation, and evaluation of services and supports for families at the local, state, and national levels, promoting a unified service system that collaborates with families and pools resources to meet the needs of children and their families.

Products: The results of this project will include progressive changes impacting families, children, community agencies, professionals, and policy makers.

Grant Number: H328M000005

Virgin Islands Family Information Network on Disabilities Parent Training Center (V.I. FIND)

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Jan Harlow
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Purpose: Virgin Islands Family Information Network on Disabilities (V.I. FIND) will continue providing important services to the parents of children with special needs.

Method: V.I. FIND will carry out the following seven activities over the five years of the project: 1) provide support, materials, and training to 135 parents of infants, toddlers, and preschoolers with developmental delays; 2) provide individualized materials to 400 parents of school-age children with any disability; 3) provide training to 600 parents of children birth to school age in all aspects of understanding IDEA; 4) provide training in effective communication skills to at least 80 parents; 5) identify and train 12 parents per year to serve as support group leaders, parent trainers, group leaders, advocates, and future members of the board of directors, beginning in the second year of the project; 6) provide awareness training to 150 parents of infants and toddlers, and 76 day care providers and personnel, on IDEA/Child Find; and 7) expand the library center by an additional 100 resources.

Products: The project will reach out and inform parents via school announcements, media advertisements, mail-outs, posters, and interagency cooperation. Support, education, and training will be provided through individual sessions, meetings, group sessions, and workshops. All the project's materials will be printed in English and Spanish to bridge language barriers.

Grant Number: H328M000011

American Samoa Parents are Vital to Education

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The American Samoa PAVE (Parents are Vital in Education) Parent Training Project will provide information and training for parents of children with disabilities (birth through transition to adult services), students themselves, and professionals. The information and training provided through this project will help build partnerships to implement a collaborative decision-making process among parents, students, school districts, and other professionals in formulating the students' special education program.

Method: Project staff will work directly with parents and students by phone or in person. The information provided will assist families in understanding their individual situations, allowing them to become their own best advocates. The project will continue to use a train-the-trainer model to support community liaisons, primarily parents who volunteer to help other parents and students in their communities secure appropriate special services. PAVE will also help develop and support chapters throughout American Samoa to provide opportunities for families to increase their leadership skills as they work in partnership with education professionals on issues within their communities. It will also use technology such as e-mail and Internet-based learning to serve families. It will provide parent workshops on collaboration with schools, professionals, and other agencies in developing appropriate special education programs for children with disabilities.

Grant Number: H328M000013

FAST — Families and Schools Together — Make it Happen!

Project Director: Diehl, Nancy; Jenness, Roth
Support and Training for Exceptional Parents, Inc.
Families and Schools Together
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: This project, the STEP Center (Support and Training for Exceptional Parents), will provide training and information services to parents of infants, toddlers, children, and youth with disabilities throughout Tennessee. The services are designed to foster equal partnerships and encourage collaboration between parents and the professionals who work with their children. This project continues STEP's current services, expands capacity to meet demand, and adds new methods and activities to address unmet needs.

Method: STEP will engage in outreach, training, information, and assistance activities that are organized around four goals and eighteen specific objectives in a project called Families and Schools Together (FAST) — Make It Happen!. A prominent feature of the STEP project is the use of multimedia training technologies to increase access to training and information and to meet the needs of parents who cannot or do not make use of traditional training workshop models. Parent trainers and volunteers across the state will help to facilitate the development of local networks for support and information. Approximately 15,000 parents each year will be able to access STEP's services.

Grant Number: H328M000014

West Virginia Parent Training and Information — State-Wide PTI Serving Families and Professionals of Children with Special Needs (in the Educational Setting)

Project Director: Haberbosch, Pat
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Website: http://www.wvpti.org/

Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: Lisa Gorove
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Purpose: West Virginia Parent Training and Information, Inc. (WVPTI) will provide support, training, and information to West Virginia's families of individuals with disabilities. WVPTI will conduct a "grassroots" approach *to training and collaboration, a service delivery system that has been very successful* in reaching West Virginian families.

Method: The project activities will accomplish the following goals: 1) provide information and support designed to assist West Virginia's families of a child with a disability in understanding the nature and needs of their child's disability and strengthen their ability to access services and participate in decision making; 2) assist West Virginia parents of children with disabilities to participate fully in the educational decision-making process by providing a comprehensive menu of workshops, conferences, audiotapes, and videotapes; 3) provide specific information, training, and support designed to assist West Virginia families in extremely rural areas or isolated by other conditions; and 4) provide culturally appropriate information, training, and support designed to strengthen the ability of West Virginia's diverse and traditionally underserved/unserved population of parents to understand and participate in making educational decisions.

Products: The demand for WVPTI-developed materials through information requests, resource databases, and the WVPTI World Wide Web Page (www.ioline.net/wvpti) supports the need for their continued development and use. All of the project's workshop manuals are available on audiotape for any audience, and many parent materials are written at a low reading level.

Grant Number: H328M000015

Parent Education Network Parent Training Project: An Information, Skill Development and Support System for Parents of Children with Disabilities

Project Director: Thieme, Louise
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Website: http://www.parentednet.org

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: The Parent Education Network (PEN), a statewide parent coalition, will provide services and training to Pennsylvania parents of infants, toddlers, children, and youth with a full range of disabilities.

Method: The project will conduct the following activities: 1) public information, dissemination, and outreach; 2) workshops; 3) training for parent support and self-determination; 4) individual information, technical assistance, and consultation; 5) parent and professional partnerships; and 6) training and assistance to minority parents. Workshops will be designed to assist parents to effectively participate with professionals to develop early intervention and special education programs. Regional PEN offices will be located in rural areas of high poverty and unemployment and also in major metropolitan areas of Pennsylvania (Pittsburgh, Erie, Harrisburg, Philadelphia, and Allentown) where significant numbers of unserved, minority, and non-English-speaking people reside. The central office will target the remaining counties and continue to provide direct services throughout the state, as well as coordinate and supervise activities of the regional offices.

Products: The project plans to conduct at least 20,000 outreach contacts per year, with emphasis on unserved or underserved, unidentified or inappropriately identified, unaffiliated, minority and non-English-speaking parents. The project will conduct at least 28 workshops per year which will reach 1,200 parents and professionals per year. The project will distribute information to parents, professionals, and interested others via the "PENews," e-mail, the PEN World Wide Web site, the public library system, news articles in community/regional/local shopper papers, cable TV (English and Spanish), Home Extension Service, radio/TV spots, community activities, and conferences.

Grant Number: H328M000016

Idaho Parents Unlimited, Inc. (IPUL) Parent Education Resource Center

Project Director: Hanks, Martha S.
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Website: http://home.rmci.net/ipul/

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Jan Harlow
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Purpose: This project will continue and expand services offered since 1989 through the Parent Education Resource Center (PERC) to Idaho families of children/youth with disabilities ages 0 through 21.

Method: PERC will increase parental knowledge of educational problems, issues, and effective strategies through offering a variety of services. PERC services are delivered directly to parents by seven Parent Education Coordinators (PECs) located throughout Idaho. PERC staff builds local capacity to provide, improve, or expand services that address the needs of parents and their children with disabilities by establishing regional Parent Advisory Councils and by training regional Volunteer Resource Parents who support and assist families of children with disabilities. PERC reaches out to unserved and underserved families by training Ambassadors to promote IPUL services in rural areas to community groups. A 15-member board of directors from across Idaho, fourteen of whom are parents of children/young adults with disabilities and two of whom are from minority populations, provide organizational oversight.

Products: PERC provides printed materials, training, one-to-one assistance by phone and e-mail, a World Wide Web site, a quarterly newsletter ("The Idaho Parent Network") with a circulation of 7,000, and an annual parent conference.

Grant Number: H328M000017

North Carolina Parents Together: A Comprehensive, Collaborative, Statewide Parent Training and Information Project

Project Director: Hawkins, Connie K.; LaCorte, Mary C.
Exceptional Children's Assistance Center
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Website: http://www.ecac-parentcenter.org

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
Voice: 202-205-5045
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Purpose: This project will expand its parent training and information efforts to meet identified needs of North Carolina families of children with disabilities, to break down barriers to providing training and information, and to implement results of research on effective parent education programs.

Method: The project will conduct the following activities: 1) continue the services currently provided to North Carolina families, including the Exceptional Children's Assistance Center's (ECAC's) lending library, newsletter, toll-free parent information line, individual assistance, information packets, parent-to-parent information and referral, and World Wide Web site; 2) continue to provide parent education workshops geographically dispersed throughout the state; 3) collaborate with other North Carolina disability and family organizations to provide leadership and advocacy training to staff, local chapter leaders, volunteers, and "IEP Partners," who will volunteer to support other families at IEP meetings; and 4) continue and expand services to reach families in North Carolina by providing a flexible, collaborative information and training program that offers materials and workshops for non-English speaking and low-reading-level families, materials and workshops that respond to the needs of families from diverse backgrounds, and materials in a variety of formats.

Products: Through this project, North Carolina families of different backgrounds and educational levels will have access to knowledge and skills to become participators in their child's education. The access to knowledge and skills will be achieved via the variety of information dissemination activities detailed above.

Grant Number: H328M000019

The Connections Project

Project Director: Dunham, Bonnie
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Donna Fluke
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Purpose: The Connections Project addresses the individual needs of families of children with disabilities in New Hampshire by providing an array of services and options in their communities, through the Parent Information Center's (PIC's) regional structure and satellite offices.

Method: The Connections Project will provide the following services annually: 1) information and support to a minimum of 9,000 persons via a toll-free phone line, mail, e-mail, World Wide Web site, and drop-ins; 2) print materials on a variety of subjects, including materials in other languages and newsletters to be circulated to more than 43,000 people; 3) workshops and training; 4) technical assistance to 1,500 parents to enable full participation in the decision-making process and development of IFSPs/IEPs; and 5) collaboration with local, state, and national agencies, organizations, support groups, schools, and others.

Products: PIC will produce several workshops for the MCTV cable network, which reaches more than 120,000 households in New Hampshire. The project will provide parents with the connections to information, support, materials, training, technical assistance, and resources they need to achieve improved outcomes for their children with disabilities.

Grant Number: H328M000022

AWARE (Assisting with Appropriate Rights in Education)

Project Director: Schember-Lang, Jennifer
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Beginning Date: 12/01/00
Ending Date: 9/30/05

OSEP Contact: Jan Harlow
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Purpose: This project will continue AWARE (Assisting with Appropriate Rights in Education), Hawaii's statewide parent training and information center, which, in its ten years of existence, has provided information, training, and support throughout the islands to over 1,500 parents and family members each year. AWARE maintains a focus of teaching and empowering parents, reaching out to all of Hawaii using innovative methods, providing "user friendly" information, and creating partnerships to establish networks of support.

Method: This project will continue and improve its services to meet the needs of Hawaii's families in geographically isolated but culturally rich island communities. Each year of the project, AWARE will provide information, support, and referral services to 800 parents; training to 900 parents; and technical assistance to 300 parents. It will reach out to unserved and underserved communities that are geographically isolated or ethnically diverse. It will provide one-on-one consultation/mentoring or case assistance to 80 parents per year. It will build support networks through technology and collaboration with other groups, leverage resources, and build local capacity and parent leadership.

Grant Number: H328M000024

Project PROMPT

Project Director: Knight, Leah; Buckler, Eve
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Website: http://www.projectprompt.com

Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: Project PROMPT will expand the current parent training and information center, which includes training, materials development, interagency networking, and information dissemination to parents of students with disabilities. The project will provide information and assistance on federal and state laws, including best practices in transition-related services, behavior management, and drop-out prevention.

Method: Specific information will be provided on special education laws, transition issues, IEP development and implementation, knowledge of service systems, communication techniques, least restrictive environment, increased exposure to successful programs, program support for at-risk students and community awareness, parent/peer support for individual assistance, and specific outreach to traditionally underrepresented, underserved groups. The project will also include strategies to improve services and outcomes for Louisiana students by incorporating goals from Louisiana's State Improvement Plan and State Improvement Grant.

Grant Number: H328M000025

Oklahoma Millennium Partnership Project: Parent Training and Information Center

Project Director: Bishop, Sharon M.
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: The Oklahoma Parents Center will meet the critical training and information needs for effective parental participation in the educational decision-making processes for their children with disabilities in need of special services. The Oklahoma Millennium Partnership project will provide training and information to parents of children with all ranges of disabilities including infants, toddlers, children, and youth, with emphasis on community outreach for the underserved and minorities in rural and urban areas throughout Oklahoma.

Method: The project will offer a variety of information services and training workshops to parents and families of children with special needs. The Oklahoma Millennium Partnership will train parents, including parents from culturally diverse groups, to acquire skills needed to offer training and information to other parents. These Parent Consultants will be equipped to offer various kinds of one-to-one assistance, including conflict resolution, to other parents. Parent Consultants will become knowledgeable about special education laws, regulations, and due process. They will participate in individualized education program (IEP) meetings with parents. Often this parent-to-parent partnership can result in early, amicable resolutions of disputes. The project will also offer parents who are already trained as Parent Consultants the opportunity to become Associate Trainers, to assist the project staff in conducting Basic Training workshops for other parents. Parent Consultants, local leaders, early intervention leaders, educators, service providers, adults with disabilities, community leaders, and young adults with disabilities will be invited to form coalitions to share knowledge on local resources, do problem solving, and become informed on state activities and legislation that impact on children with special needs. Satellite centers will enable Oklahoma Parents Center, Inc. to offer improved services to families in their communities. The centers will be designed to serve hard-to-reach families, particularly those who are culturally and racially diverse and those who live in rural areas.

Products: Parents of all infants, toddlers, children, and youth with special needs will have local access to the information and training they require to participate as equal partners in the educational planning for their children. The project will make training and information available to over 13,000 parents of children in Oklahoma who receive special education and related services under IDEA each of the five years of the project.

Grant Number: H328M010001

Parent Training Project

Project Director: Anchondo, Marta
Team of Advocates for Special Kids
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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: Team of Advocates for Special Kids (TASK) will address the documented need for increased parental participation in the special education process in San Diego-Imperial Counties. Outreach to families who are Spanish speaking, Native American, African-American and poor military personnel will continue to be emphasized.

Method: This one-year project will increase the number of families and providers served, from 1,500 to 2,000. To continue and expand its services, the project will offer referrals to San Diego UCPA's TECH Center and collaborative services from the San Diego-Imperial Exceptional Family Resource Center.

Products: This project will improve services for infants, toddlers, children, and youth with the full range of disabilities by helping their families and the professionals that serve them attain knowledge of IDEA Parts B and C, including assistive technology solutions. Parent leadership skills will be supported. Families will be assisted to better understand the nature and needs of disabling conditions of their children; provide follow-up support for educational programs for them; communicate more effectively with special and regular educators, administrators, related services personnel, and other relevant professionals; participate in educational decision-making processes, including the development of the Individualized Education Program; obtain appropriate information about the range of options, programs, services, and resources available at the national, state, and local levels; understand the due process procedures available under IDEA with special emphasis upon mediation and/or ADR negotiations; and understand the provisions for their children's education under Part B and Part C of the Individuals with Disabilities Education Act.

Grant Number: H328M010004

Native American Family Empowerment Center (NAFEC)

Project Director: Rosin, Donald
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue the work of the Great Lakes Inter Tribal Council Parent Information Center. The Center will provide an opportunity for Native American parents to gain updated knowledge and the confidence and empowerment they need to become effective advocates for their children and achieve the best possible educational outcomes for them.

Method: The Native American Family Empowerment Center developed by this project will host informational community forums on the needs of Native American children and their families. Parents will be taught to use the Internet to learn how to advocate for themselves and their children. Project staff will provide technical assistance in early intervention, general and special health and nutrition needs, infant health and parenting skills, and youth education programs. Specific training and training strategies will be developed on a number of topics, including child development and expectations; cognitive, emotional, and physical development; special education services and accommodations; behavioral supports and conflict resolution; and communication with educators and professionals. Mentors will be trained to establish links within and among communities.

Products: By empowering parents and sensitizing leaders and providers of the educational needs of Native American children, this project will assist collaborative efforts at local, state, and national levels to increase the chances for Native American children to reach their fullest academic achievements. Parents will learn how to participate fully in their child's individual education plan. A tribal computer network will be developed to ensure ongoing communication regarding resources for parents and children with disabilities. The project will help increase awareness and commitment by tribal governments to the concerns of families with children who have special health and educational needs, and this increased commitment will be reflected in tribal initiatives that give great visibility and attention to these concerns.

Grant Number: H328M010006

Kentucky Special Parent Involvement Network - Parent Training and Information Project

Project Director: Logsdon, Paulette
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: Kentucky Special Parent Involvement Network (KY-SPIN) will provide training and information services for parents and family members of infants, toddlers, children, and young adults with disabilities throughout Kentucky; inform and provide training to professionals who serve them; and promote awareness of disability issues to the general public.

Method: KY-SPIN will assist parents and other participants to: 1) better understand the nature of their children's disabilities and their educational and developmental needs; 2) communicate effectively with personnel responsible for providing special education, early intervention, and related services; 3) participate in decision-making processes and the development of individualized education programs and individualized family service plans; 4) obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; 5) understand the provisions of IDEA for the education of, and the provision of early intervention services to, children with disabilities; and 6)participate in school reform activities. Aggressive and innovative strategies will be used to ensure that the training and information needs of underserved and underrepresented parents of children with disabilities are met. KY-SPIN will collaborate with community-based organizations, particularly in underserved areas of the state, to provide support and assistance to parents and family members of children with disabilities. KY-SPIN will provide information to teachers and other professionals who provide special education and related services to children with disabilities, including general educators; will assist students with disabilities to understand their rights and responsibilities on reaching the age of majority; and will assist parents of children with disabilities to be informed participants in the development and implementation of the State Improvement Grant under IDEA.

Products: Information related to special education issues will be disseminated to 75,000 families, young adults with disabilities, professionals, and service providers. In addition, 2,000 parents and family members per year will attend training workshops on a variety of topics related to the needs of their children with disabilities.

Grant Number: H328M010007

Nevada P.E.P., Inc. Parent Training and Information Center

Project Director: Taycher, Karen
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jan Harlow
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Purpose: Nevada P.E.P., Inc. (PEP) will continue providing information, expand training, and enhance support for Nevada's families regarding their rights and protections under the Individuals with Disabilities Education Act. PEP will increase services to ethnically diverse populations of families who have infants, toddlers, children, and youth with a full range of disabilities, from many distinct geographical locations throughout Nevada, in their primary language, and will also increase services to their extended family members and their service providers.

Method: Nevada PEP will continue to provide the broadest coverage for rural and urban Nevada, and meet consumer-directed needs with a unified system of service delivery by: 1) providing information and referral about the nature and needs of various disabilities; about availability of programs, support groups, services, and resources; and about the laws affecting children with disabilities; 2) providing training workshops, activities, and materials on basic laws, benefits, early intervention services, advocacy techniques, transition from school to work and community, and technology and equipment usage; 3) providing individual assistance through consultation, peer counseling, problem-solving techniques, and facilitating positive communication at child-focused meetings; and 4) continuing to develop a state-wide network of volunteer Community Resource Specialists who will be a resource for consumers in their own community and interest areas throughout Nevada.

Products: This project will strengthen the roles and increase the involvement of parents and students to effectively participate with professionals in planning and in decision-making related to early intervention, educational and transitional services, and systemic-change activities.

Grant Number: H328M010011

Parent Training and Information Center: Training and Information for Parents of Children with Disabilities

Project Director: Chaifetz, Jill
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This parent training and information center (PTIC) will continue to provide training, information, and assistance to tens of thousands of parents of children from birth to 21 with the full range of disabilities, as well as to professionals who work with these families. The project will enable individuals and organizations to become more knowledgeable about educational services available for disabled children and about their rights and protections under IDEA, to secure appropriate services for their children or the families they work with, and to become effective partners in school reform to improve services for all children with disabilities. The PTIC will focus on meeting the needs of parents in high-need areas of New York who are underserved or who face the greatest barriers to receiving appropriate services.

Method: The project will provide local outreach to recruit parents and professionals for PTIC services. It will provide workshops to parents of infants, toddlers, and children with disabilities and professionals who work with them. At least 90% of parents served will be low-income or minority parents. Intensive assistance to parents and technical assistance to professionals will be provided via email, telephone, the project Website, and dissemination of print information. Participation in public forums and via media will provide additional outreach and expanded coverage. The project will maintain and expand its participation in statewide networks and engage in collaborative activities and contacts, including working with disability organizations, networks, and community-based organizations.

Products: The activities of this project will help parents to increase their knowledge of relevant programs and laws and to be more able to use that knowledge to improve services for their children. A better-informed constituency of parents will participate better in systemic reform and educational planning for their children. Through project training and information, the knowledge of professionals working with parents will increase, thereby improving services to parents. Through parent participation in the educational process, inclusion of children with disabilities in the educational mainstream will be increased. Parents will be able to work more closely with community organizations and agencies and help expand and improve services for their children.

Grant Number: H328M010012

FACETS Parent Training and Information Center

Project Director: Price, Charlotte; Serak, Jan
Wisconsin Family Assistance Center for Education, Training, and, Support, Inc.
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue the work of FACETS, a parent training and information center that provides training and information to parents of infants, toddlers, and children with the full range of disabilities, particularly those parents who are underserved and parents of children who may be inappropriately identified.

Method: Project coordinators will provide an array of culturally sensitive supports that respect each family's individual cultural identity. FACETS will work with community groups and families to assess local needs and to design appropriate supports, such as organizing and facilitating support groups and providing support in IEP/IFSP meetings and mediation. Training will be provided on Individualized Education Programs and self-advocacy. The project will help parents to understand the availability and use of procedural safeguards under IDEA; methods will include meeting with parents to encourage the use and explain the benefits of alternative methods of dispute resolution, including mediation. Information will be provided throughout the state via a toll-free number, a Website, and a library with culturally and linguistically appropriate materials.

Products: The project will meet the needs of families of children with disabilities by helping them to better understand the nature of their child's disabilities and their educational and developmental needs. Parents will better communicate with personnel responsible for providing special education, early intervention, and related services and will be able to participate fully in the decision-making processes and the development of IEPs and IFSPs. They will be able to obtain appropriate information about the range of options, programs, services and resources available to assist children with disabilities and their families; they will understand the provision of

IDEA for the education of, and provision of early intervention services to, children with disabilities; and they will participate in school reform activities.

Grant Number: H328M010015

SPIN: Statewide Parent Information Network

Project Director: LaChance, Janice
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue to operate the Maine parent training and information center called SPIN (Statewide Parent Information Network), which provides training, information, and support to parents of children with disabilities, educators across the state, and other professionals who work with families. SPIN covers the entire state of Maine and conducts outreach activities to reach low-income families, families in urban and rural areas, and families who represent minority populations.

Method: Parents will be provided training, print information, telephone assistance, and Web-based information on special education, parenting, parent involvement in education, support services, and continuing education. The project will provide professionals with access to information and support to assist them in effectively working with these families. The project will also promote collaborations with other agencies and groups who have similar missions. SPIN will bring services to people where they live by providing one-on-one support from staff, fostering peer support among parents, and holding workshops in communities across the state.

Products: The training, information, capacity-building, networking, and collaborations provided by this project will enable parents to assist their children in meeting the high standards of learning set in the National Education Goals, as well as expand services to minority and other underserved populations. Over 27,000 people will benefit from these activities annually.

Grant Number: H328M010016

Families as Partners in Education Project

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
Voice: 202-205-9161
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Purpose: This project will support, educate, and inform parents in order to improve special and regular education outcomes and services for children with disabilities, ages birth through 21.

Method: Using a regional service delivery model, the project will implement activities in local communities as much as possible. Activities such as workshops and presentations, individual support, and community volunteer training will take place locally and regionally to provide the greatest degree of access to project participants. The project will accomplish these four goals designed to increase individual and community capacity to support the education and development of children with disabilities: 1) support and inform families of infants, toddlers, children, and youth with special needs, birth through 22, to enable them to effectively address their children's educational and developmental needs; 2) cooperate with the professionals who work with families in order to improve parent-professional partnership and communication; 3) maintain and expand a statewide network of community-based volunteers to support parents of children with special needs; and 4) collaborate with policy-makers, advisory groups, and advocacy groups to improve services and systems for children with special needs and their families in Vermont. Parents and youth with disabilities will play a large role in implementing project objectives and activities, and new activities will specifically address the needs of youth for information and support regarding their education.

Products: This project will increase the community capacity to support children with special needs and their families. The project will serve approximately 5,970 families (parents, surrogate and foster parents, guardians, grandparents, and relatives) and 3,140 professionals throughout Vermont.

Grant Number: H328M010017

The Native American Families Together Parent Center Enhancement Project

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: This enhancement project will expand the work being done by the Native American Families Together (NAFT) Parent Training and Information Center, by increasing services and by addressing, in more depth, specific issues surrounding special education and Native American children and families, including American Indian, Alaska Native, and Native Hawaiian families.

Method: The project will address five issues targeted by the NAFT Parent Center that are interconnected and dependent upon parent, family, and community involvement: 1) Native Americans are overrepresented in special education and underrepresented in programs for the gifted and talented; 2) Native American parents express dissatisfaction with their understanding of special education and their involvement in decision-making; 3) there is a need for preparation of special educators to meet the needs of Native American families; 4) some Native Americans are reluctant to use special education services; and 5) Native Americans need opportunities to develop self-determination skills. These issues will be addressed through parent training and information activities and the establishment of a Native American Training and Information Network composed of all NAFT consultants, advisory council members, parent training and information centers, community parent resource centers, and other outreach programs that provide training and information to families.

Products: NAFT consultants will conduct 52 Community Friends Trainings. Fifty-two regional workshops, co-sponsored by agencies, schools, and tribes, will provide training to 2,080 family members and 520 professionals on IDEA, special education law, and high incidence disability areas.

Grant Number: H328M010022

Parent Training and Information Center Serving the Island of Puerto Rico

Project Director: Selles, Carmen
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jan Harlow
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Purpose: This project will continue the work of APNI, the parent training and information center on the island of Puerto Rico. Through its workshops, training sessions, and outreach resources, the project will increase the knowledge and skills of families of children with disabilities to allow them to participate as equal partners in the development of their children's education, including individualized education programs, transition plans, and statewide assessment. Parents will be provided skills to communicate more effectively with early childhood, special education, and related services personnel. The project will increase the capacity for parents to collaborate more effectively with local, state, and national organizations serving parents of children with disabilities.

Method: APNI will continue to provide information and training materials via its newsletter, via its toll-free information line, and through distribution of print materials from parent support groups and specific disabilities groups on a variety of subjects related to children with disabilities. Project workshops will train parents to better understand their child's disability, federal and state laws, and the education process and available resources. Trainers and supplemental materials will reinforce the training and serve as a continuing resource. Parent leaders will be identified and will receive advance training to assist other families in their areas and to help with collaboration with local, state, and national organizations.

Products: As a result of this project, parents of children with disabilities will better understand the nature of their child's disability and will be empowered to serve as advocates and equal partners in the development of their child's education program. Information will be made available for parents and training provided on such subjects as assessment and appropriate accommodations, behavioral supports, transition from high school, sexuality, and communication with education and other professional personnel. Parent leaders across the island will help others to create and strengthen partnerships with local, state, and national organizations.

Grant Number: H328M010023

Central California Parent Training and Information Center

Project Director: Lee, Leslie
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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: The Central California Parent Training and Information Center (CC-PTI) targets the following eight counties: Inyo, Mono, Tulare, Kings, Fresno, Madera, Merced, and Mariposa, which have a population of 100 different ethnic groups who speak many languages. This project will continue to serve families of children with disabilities in this sparsely populated, rural, and ethnically and linguistically diverse region with high rates of poverty.

Method: Exceptional Parents Unlimited, Inc. (EPU) has formed a collaborative partnership with three Family Resource Centers throughout the region to create the CC-PTI and to strengthen local capacities and create multi-ethnic and multi-lingual services to parents throughout the region. The largest group is Hispanic people who come to central California to work in the vast agriculture lands. Another significant minority is the Hmong people from Laos. The CC-PTI will continue to provide support, training, information, and advocacy assistance to parents of children with disabilities individually, in groups, in "clinics," and in formal trainings relating to IDEA, the IFSP, the IEP, transition from infant to preschool, transition from school to work, parent professional collaboration, and Internet use. Assistance is provided through individual and group support, help with and attendance at IEP and IFSP meetings, information, and advocacy guidelines for parents.

Products: In addition to the information and training activities, a World Wide Web site will be developed and Internet training provided to assist parents in rural areas in accessing the PTI and other information sources from their homes.

Grant Number: H328M010024

Colorado Parent Training and Information Project

Project Director: Buswell, Barbara E.; Miller, Jerri
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Peggy Cvach
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Purpose: This project will implement a parent training and information (PTI) center to provide training and information to Colorado families of children with disabilities, in order to enhance their ability to participate actively in educational decision-making processes for their children. The project, implemented by PEAK Parent Center, will increase families' understanding of the law, knowledge of best practices, and advocacy skills to serve children with disabilities more effectively throughout the state. PEAK will not only provide direct assistance to families but will also work with community members, professional educators, advocacy groups, and statewide systems to increase the capacity of schools in Colorado to implement the provisions of the law.

Method: PEAK will provide information and technical assistance to families and others by phone, email, and through the project Website. It will implement formal and informal training opportunities, including stand-alone workshops, topical discussion groups, online courses, and statewide conferences. Trained regional mentors will then work with local communities to build their capacity to serve children with disabilities. The project will work with agencies that support diverse children and families to increase their understanding of IDEA and school reform and to improve their capacity to serve students with disabilities; it will collaborate with other key stakeholders in the state to improve the implementation of IDEA; and it will conduct intensive public awareness activities to inform residents about project services.

Products: As a result of the information, technical assistance, and training provided by this project to parents of children with disabilities and to other stakeholders, families in Colorado, including those who have been traditionally underserved, will be more informed and able to participate more actively in decisions that affect their children. Project-trained mentors will help parents effectively advocate for appropriate services for their children. Consequently, students with disabilities will have greater access to the general education curriculum and appropriate behavior supports and will be more directly involved in school reform and school-inclusion practices. Through these activities, statewide systems will be improved to better implement IDEA.

Grant Number: H328M010025

Pacific Outreach Partnerships for Parent Empowerment (POPPE)

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jan Harlow
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Purpose: This project, the Pacific Outreach Partnerships for Parent Empowerment (POPPE), will continue the work of the Pohnpei Special Parent Network, which is a regional center for the western Pacific region that provides training, mentorship, technical assistance, support, and information services to minority, unserved, and underserved parents and families of children with the full range of disabilities. The POPPE will serve as an alliance to empower parents to build capacity and capability for the development of strong parent information and training networks.

Method: POPPE will provide training, technical assistance, mentorship, and follow-up support to resource specialists. Leadership teams will be trained to determine the specific organizational structure and strategies that best meet the information, technical assistance, and support needs of parents and families. The project will collaborate with the state education agency to assist parents to understand the procedural safeguards under IDEA and use alternative dispute resolution methods. Other collaborative relationships and linkages will be established, and networks with appropriate clearinghouses and organizations will be set up.

Products: By the end of the project, the following will be accomplished: parent training and information centers will be strong and self-sustaining organizations; parent resource specialists will be well trained and actively assisting parents; ongoing parent support trainings will be held on each island; parents will have access to information and materials; an electronic communications system will be accessible for all parents/families; parents will be participating in the educational decision-making process in regard to IEPs/IFSPs for their children; information will be accessible to all parents on services available at the national, state, and local levels; and all families will become aware of and understand the provisions of IDEA and dispute resolution alternatives.

Grant Number: H328M010027

Parent Training and Information Center

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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: Parents Helping Parents—San Francisco, Inc. will continue its operations and improve the existing parent training and information center by providing services for the full range of disabilities and incorporating support, outreach, advocacy, information and referral services, training and one-to-one technical assistance to parents about their basic rights and responsibilities under the Individuals with Disabilities Education Act. The project will provide information, training, and resources to parents, educators, and other child-serving professionals (e.g., social workers, clinicians, and probation officers) to promote successful outcomes for children with special needs.

Method: The project serves the San Francisco Bay Area, with a population of over four million. The Bay Area consists of the City and County of San Francisco and Alameda, San Mateo, Solano, Napa, Sonoma, Marin, Santa Clara, and Contra Costa counties. The project will address the needs of families residing in urban, suburban, and rural communities by working toward the following goals during the twelve-month period: 1) improve the quality and quantity of training provided to families of children and youth with disabilities, through cooperative relationships with other parent centers, community organizations, and appropriate local, statewide, and national resources; 2) provide follow-up technical assistance to parents; 3) assist parents to develop skills to effectively communicate and collaborate with educators and other professionals in the decision-making and development of individualized educational plans, family service plans, and accommodation and transition plans; 4) assist parents to understand the provisions of the IDEA for the education and provision of early intervention, special education, and related services to children and the availability of procedural safeguards; 5) increase the skills of parents and young people with disabilities to gain access to the full range of options, programs, services, and resources available to them from local, state, and national resources; 6) encourage and facilitate parental involvement through outreach and training in school reform activities; and 7) locate and establish trusting relationships with underserved parents of children inappropriately identified and parents of children not identified or achieving academically.

Products: The project has a resource library which contains books, articles, audio/videotapes, and magazines that inform families about disability-related issues, programs, and service options. There is also a menu-driven World Wide Web site that will provide information based on frequently asked questions about IDEA, Section 504, the ADA, and the California Education Code, covering general and special education. Also included will be links to parent support groups, parent centers, public and private agencies, and local, state and national resources.

Grant Number: H328M010028

Alaska Parent Training and Information Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jan Harlow
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Purpose: The Alaska PARENTS, Inc. Parent Training and Information Project will employ traditional and innovative strategies to develop skills, supports, and resources for families of infants, toddlers, youth, and young adults with disabilities and for persons who work with them.

Method: This project will achieve the following four goals: 1) improve educational outcomes for children with disabilities by increasing the knowledge and skills of families throughout the state about disabling conditions and educational needs of their children; 2) strive to leave no child behind by broadening the demographics of the service capacity; 3) reach all communities in Alaska, including remote native villages, the federally designated urban Empowerment Zone, and all towns between, through development of a World Wide Web site containing community-based supports and services; and 4) create linkages among state, local, and village organizations and agencies, including tribal organizations and agencies, to improve the service delivery system, foster interagency collaboration, and reduce duplication of effort.

Products: The products this project will provide are the following: 1) train and provide information to over 3,800 parents; 2) train and support 20 parent mentors to train and inform others in their communities; 3) develop one new virtual office per year in selected remote areas; 4) present the Pathways conference every two years for more than 1,500 people; 5) publish the quarterly newsletter for an audience of 5,500; and 6) provide Internet online courses to an unlimited number of parents and professionals.

Grant Number: H328M010030

Parent Training and Information Center

Project Director: Whaley, Renee M.
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: This project will continue the work of the Family Network on Disabilities of Florida, which provides training, information, and support to parents of infants, toddlers, and children with the full range of disabilities.

Method: The project will use its existing statewide network of trainers, volunteer parents, and community-based partners, particularly in the underserved areas of the state, to reach those who need services. It will also partner with the Florida Department of Education, local education agencies, universities, and other statewide agencies to develop and implement innovative training initiatives, such as distance learning, outreach services such as the tele-health program, and programs to assist parents and students to be informed participants in local, regional, and state school reform and policy-making activities that affect children with disabilities.

Products: The services of this project, delivered in a culturally sensitive and appropriate manner, will help to ensure that parents and youth are prepared to communicate effectively with professionals from all settings and be informed and involved participants in the decision-making, development, and implementation processes of IEPs and IFSPs.

Grant Number: H328M010031

A Parent Training and Information Center in New York City for Parents of Children with Disabilities and Special Needs and Professionals Who Work with Them

Project Director: Schlesinger, Karen T.
Resources for Children with Special Needs
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will continue Resources for Children with Special Needs, a parent training and information center in New York City that provides for children from birth to 21 with the full range of disabilities, their families, and the professionals who work with them so that they have access to and obtain educational and other services to which they are entitled.

Method: The project will conduct outreach and disseminate information to reach, inform, and assist parents and professionals, through the media, distribution of print materials, and an interactive Website. It will provide direct information, referral, case management, individual advocacy, and support to parents and professionals, and will respond to help-line reference queries. Training will be provided in English and Spanish to parents and professionals so that they can advocate effectively on behalf of children with special needs. Workshops will build working knowledge and capacity to act regarding IDEA and related laws and systems. The project's Center without Walls will be expanded to reach, train, and serve hundreds of unserved and underserved parents annually and build the capacity of community-based organization staff to refer and assist their constituencies. The project will also develop networks and links to expand access to information for parents and professionals, encourage collaboration, and promote systemic advocacy through coordination with local, state, and federal agencies.

Products: As a result of this project, parents will have access to the information and direct assistance they need in order to communicate with the teachers and other professionals involved with their children. Parents and professionals will receive training that helps them understand the systems, services, and options available to them; and parents, professionals, organizations, and agencies will be able to increase their capacity to act on behalf of children with disabilities.

Grant Number: H328M010034

Parent Training and Information Center

Project Director: Archie, Cassandra
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Donna Fluke
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Purpose: This project will allow the Advocacy Center to continue to provide training, information, and outreach to parents of infants, toddlers, and school-age children with the full range of disabilities in upstate New York, and to the professionals who work with them. The program design is a service model that subcontracts with community partners to provide training, advocacy, and outreach guided by the Center, parent advocacy advisors, and legal resources.

Method: The project will provide training and workshops for the collaboration of parents, school districts, and service providers to build partnerships to meet the needs of children with disabilities. It will provide information, referral, and advocacy to parents and will disseminate information through its subcontractors and through its Website. Outreach activities will be extended to parents in rural and urban counties of upstate New York who have not yet accessed services and are unaware of the provisions of IDEA. The project will establish community partnerships in upstate New York.

Products: Through this project, parents and professionals will gain an increased awareness of available services and a continuation of provision of services, and as a result of information and training provided, they will become more involved as advocates for services for their children and improve their relationship with schools. They will become aware of and access mediation and will form regional networks for sharing information, advocacy, and support. Other benefits from the program include increased early identification of children with disabilities, an increased number of rural and minority parents receiving information and training, and a coordinated statewide parent training and development network.

Grant Number: H328M010036

Parent Training and Information Center for Military Families

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: The STOMP (Specialized Training of Military Parents) Project has been developed to provide a greatly underserved population—military parents—with the needed support and resources to increase their ability to effectively advocate for their children with disabilities.

Method: The STOMP Project has a three-tiered approach. Families will be able to work with staff who have experience serving within the military, and who have children who are Exceptional Family Member Program participants. This support will be provided through one-on-one assistance directly on the phone, in person, via e-mail, or via regular mail services. Secondly, the project will provide a listserv, a public relations video, and other videos to assist families and professionals. Finally, the project staff will provide an annual "train-the-trainer" conference for teams consisting of a military parent, military professional, and project representative, which will enable them to return to their installation and assist other families. The project will add two regional staff members in order to more effectively serve its widespread population.

Products: Through these efforts, the STOMP project will implement a model that provides effective training and support for military families, augments and enhances what STOMP is already able to do to support military families, and builds local capacity to provide or expand services for military families.

Grant Number: H328M010037

Training and Information for Parents of Children with Disabilities

Project Director: Erickson, Kathryn A.
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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: Through this project, the Pathfinder Family Center will reach low-income, underserved, and minority parents, new parents, and parents with unidentified or inappropriately identified children with disabilities, primarily from birth through age 5. The project will help parents to understand the law and procedural safeguards, and to support decision-making for their children's individual family service plans and individualized education programs.

Method: Through public awareness activities, the project will promote and encourage awareness in the general public about the need for services for children with disabilities and will inform parents of children and youth with disabilities about IDEA and educational services available. Combined with this outreach, information and referral resources developed by and collected by the Center will ensure that parents and professionals statewide will be able to contact the Center for information and family support services for needs related to disability conditions, assessment, evaluation, and eligibility for special education and related services. The Center will provide support services and technical assistance to parents of children with disabilities, youth of transitional age, other family members, and professionals in North Dakota communities. Through trainings and informational resources, parents will participate in the educational decision-making process for their children and will be able to network with parent resource groups and organizations to learn how to effectively use procedural safeguards, alternative methods of dispute resolution, and effective transition planning.

Products: Outcomes include: increased awareness of the need for special education by parents, professionals, and the general public; increased understanding of the nature and needs of disabling conditions; increased use of parent training and information and referral services to identify and access services; increased understanding of IDEA and procedural safeguards; increased communication between parents and special and general educators; and increased participation by parents in the educational decision-making process.

Grant Number: H328M010038

Northern California Coalition Parent Training and Information Center

Project Director: Peterson, Mary Ellen
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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: This project has the following goals: 1) provide information and training to parents, especially underserved parents, so they can ensure positive educational outcomes for their children with disabilities; 2) further develop and establish networks of parents in Northern California to assist families who have children with special needs in their communities; and 3) increase the understanding of parents and professionals regarding IDEA, including the mandate for least restrictive environment. These goals are intended to expand services to families who have not yet received training and information services, and to reach previously trained parents with updated and expanded materials.

Method: The project will conduct the following activities: 1) in-depth information and individual consultation for parents regarding specific concerns about their children's disabilities, special education programs, and related issues; 2) provision of books, videotapes, information packets, newsletters, and other resources to parents; 3) public awareness activities and presentations; 4) IEP, transition, and positive behavior supports trainings/workshops; 5) technical assistance in understanding Alternative Dispute Resolution (ADR) and mediation; 6) dissemination of information on changes in federal and state laws; 7) on-line discussions and World Wide Web sites; 8) serving on boards, committees, and task forces of other agencies; and 9) collaboration with all eleven PTICs funded throughout California to build a comprehensive system of training, information, and support for families of children with disabilities.

Products: The project anticipates that parents will have the following outcomes as a result of its services: 1) better understand the nature and needs of the disabling conditions of their children with disabilities; 2) receive follow-up support for the educational programs for their children with disabilities; 3) communicate more effectively with special and regular educators, administrators, related services personnel, and other relevant professionals; 4) participate fully in educational decision-making processes; and 5) understand the provisions for educating children with disabilities under IDEA.

Grant Number: H328M010039

SEAC Parent Assistance Center

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Lisa Gorove
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Purpose: This project will continue the work of the Special Education Action Committee (SEAC), which is a statewide parent assistance center that provides information, training, and support for families of at-risk children throughout the state of Alabama.

Method: The project will provide one-to-one assistance to individuals in person and via telephone, newsletters, email, and the project Website. It will develop workshops and conferences to train participants in special education awareness and in special topics. Outreach to underserved families will be provided using a flexible information and training program, including a parent empowerment video workshop, interactive materials for individual or group use, and expanded multimedia and collaboration with state and local agencies and organizations serving families in rural and inner cities throughout the state. A community-based outreach network of parent educators will be developed using the trainer-of-trainers model.

Products: This project will provide Alabama parents of children with disabilities with the information and training necessary to ensure their full participation in planning, implementing, and monitoring their child's individualized education program; will increase their understanding of educational problems, issues, and effective strategies; will enable them to participate fully in educational decision-making processes, including the development of their child's individualized education program; and will help them obtain information about the range of options, program services, and resources available.

Grant Number: H328M010040

The Parents' Place of Maryland: A Resource Center for Families of Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Jan Harlow
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Purpose: The Parents' Place of Maryland aims to enhance the ability of persons with disabilities to participate as fully as possible in home, school, and community life, through the provision of education, information, referral, technical assistance, and support activities designed for parents and families of persons with disabilities.

Method: The Parents' Place will assist parents in understanding their role in school reform at the local and state levels. The project will place emphasis on services to parents residing in minority communities and in the three communities that comprise the Baltimore City Empowerment Zones, through services provided by two outreach specialists focusing on African American and Latino communities. The Parents' Place staff will also work to increase community capacity to improve services for youth with disabilities in the juvenile justice system.

Products: Parents' Place staff will provide a diverse range of individual assistance, education and training, and information and referral services to parents both in their regions and across the state of Maryland. The services of The Parents' Place will be made available to all Maryland parents or family members of children with disabilities regardless of gender, race, national origin, color, disability, age, or socioeconomic status. Parent education and other activities will be tailored to these differences.

84.029R
Technical Assistance to Parent Projects

Grant Number: H029R970002

Technical Assistance Alliance for Parent Centers

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Beginning Date: 10/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: This project of the PACER Center intends to establish The Technical Assistance Alliance for Parent Centers to assist families of infants, toddlers, children, and youth with disabilities. It will create a technical assistance delivery system to enable parent centers to better meet the growing needs of the families of children and youth with disabilities that they serve.

Method: The project will develop technology for online access and for the creation of a communications network for the delivery and collection of information. It will construct an administrative structure with a cultural awareness to increase cultural competency and accessibility in its publications and technical assistance activities. Through its electronic network, conferences, meetings, and dissemination efforts, the project will build collaborative relationships with stakeholders, national clearinghouses, regional resource centers, other national dissemination projects, and with representatives of the business community and the media. It will assist parent centers to develop outcome evaluation processes for their own activities and it will use technology to collect and summarize outcome evaluation data to help document the collective impact of parent centers nationally.

84.328C
Community Parent Resource Centers

Grant Number: H328C990004

Parent Training and Resource Center (PTRC)

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Beginning Date: 10/01/99
Ending Date: 9/30/02

OSEP Contact: Lisa Gorove
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Purpose: The Parent Training and Resource Center (PTRC) will assist parents to better understand the nature and needs of the disabling condition of their children, provide follow-up support for the educational programs of their children, and help parents communicate more effectively with special and regular educators and other service professionals. Parents will be able to participate fully in educational decision-making processes, including the development of the Individualized Education Program, and learn about the range of options, programs, services, and resources available at various levels for parents and children with disabilities.

Method: To accomplish its goals, the project will: formally collaborate with the Medical University of South Carolina; develop four comprehensive resource centers, three of which will be in the community; produce a quarterly newsletter for parents, families, educators, and service providers; establish an ongoing liaison with a network of parents and others concerned with families with special needs, particularly low-incidence conditions; host an annual conference; develop a parent caretaker manual and offer ongoing training workshops; and conduct extensive training of parent mentors.

Products: The project's newsletter will provide information on IDEA, community activities, available supports and services, and endeavors associated with project goals, in particular, promotion of the activities and services of local parent support groups. The project will create a Website with information about available services and it will publish a comprehensive manual that highlights essential aspects of the special education process. IDEA workshops will be offered to review essential issues. Parent mentors will be trained by the project to work with and support parents and families through the IEP process.

Grant Number: H328C990017

Parents Empowering Parents: A Community Parent Resource Center To Educate and Assist Parents of Children with Special Needs To Access Education (Under IDEA) and Other Community Resources

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Beginning Date: 10/01/99
Ending Date: 9/30/02

OSEP Contact: Lisa Gorove
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Purpose: Families Assisting Children Together (Families A.C.T.) will assist parents in accessing information and training for daily problem solving and coping. It will help parents understand and utilize the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA), including mediation and due process. Through the project, parents will be able to access a wide range of community resources for their children, learn more about their disabilities, and communicate more effectively with professionals providing services.

Method: The project will offer parents the following assistance in the implementation of PEP (Parents Empowering Parents): information and assistance in accessing screening and assessment for children (including infants and toddlers), day care, attendant and/or respite care, and other health-related services; parent education and support through parent-to-parent assistance; participation by staff with families in Individualized Education Program meetings, due process hearings, and mental health wraparound sessions; and increased public and family awareness through newsletters and community education seminars.

Products: In addition to its parent assistance activities, Families A.C.T. will establish a parent advisory committee that will study and participate in school reform efforts and support collaboration with other parent groups. The committee will also participate in detailed training on IDEA with the goal of strengthening and increasing the role of parents and providing better services for their children with special needs. The project will develop a Parent Empowering Manual to help parents find resources and services in the community and to clarify the self-advocacy process so that it can be used most effectively.

Grant Number: H328C990044

Parent to Parent Power: A Community Parent Resource Center for Asian Families

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Beginning Date: 10/01/99
Ending Date: 9/30/02

OSEP Contact: Jan Harlow
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Purpose: Parent to Parent Power, a community-based parent information and support program for Asian families in Washington state, is designed to develop empowering educational partnerships on behalf of children and youth with disabilities and to reduce both cultural and educational barriers to services for Asian parents of children with disabilities. It will increase the awareness of Asian parents in the Tacoma, Washington, area about its services and provide culturally relevant training about disabilities, resources, parent rights and responsibilities under IDEA, and mediation, so that parents can learn to be empowered educational advocates for their children. It will prepare parents to serve as parent mentors to help expand the capacity of the project.

Method: Specifically, the project will provide broad family support through a 24-hour telephone line, a "welcoming room" where parents can come at any time during the week or weekend, home visits with parents who share their culture, educational workshops on advocacy topics, and parent-to-parent mentor programs to provide ongoing and personalized support.

Products: The project will develop a Community Information Network and host monthly meetings to help increase the number of interagency referrals in the community. It will also host annual workshops for Asian parents on disability-related topics. Families will be assisted in dealing with linguistic diversities by having readily available translations of important information on family issues, disabilities, and special education. Interpreters will be provided at important family, school, and community meetings. Through the outreach efforts of the project, it is expected that approximately 600 families will be served over the three years of the grant.

Grant Number: H328C000021

Urban Pride: Empowering Families of Children with Disabilities in Traditionally Underserved Communities

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Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: Urban Partnerships and Resources for Information on Disability and Education (Urban PRIDE) of Roxbury, Massachusetts, in collaboration with Island Parent Educational Support and Training (IPEST) Center of Martha's Vineyard, two grassroots community-based parent groups that share a primary commitment to traditionally un/under-served multicultural families and other caregivers who have children with disabilities and self advocates, will establish a community parent resource center serving urban and rural families.

Method: The project will provide information, training, and a broad range of supports for parents and other caregivers of infants, toddlers, children, and young adults with disabilities and self-advocates in Roxbury and Martha's Vineyard to: support their ability to participate fully in educational decision-making processes; and obtain information and access the range of options, programs, services, and resources available at the local, state, and national level for children with disabilities and their families. Additionally, the project will mentor Parent Associates to expand the capacity of the project to serve families. Five major goals of this project are the following: 1) design outreach and collaborative activities to enable parents, other caregivers, young adults with disabilities, and professionals to access information and training and support services offered by Urban PRIDE/IPEST and to be mutually supportive; 2) design and provide high quality, comprehensive, and accessible information, training, and support services to traditionally underserved families and other caregivers of children with disabilities and transition-aged young adults with disabilities living in the targeted communities to increase their capacity to participate effectively in achieving quality educational outcomes and the full benefits of the Individuals with Disabilities Education Act of 1997; 3) organize, develop, train, and support a network of Parent Associates to extend the reach of the project into traditionally underserved communities; 4) provide a system of flexible supports and assistance for families to help them access services and negotiate the service system maze;

and 5) expand the expertise and capacity of urban and rural multicultural organizations to develop their capacity to serve the needs of people with disabilities within the context of their service systems.

Products: The results of the project will be: 1) the development of comprehensive approaches to address the identified information, training, and support needs of families of children with disabilities and transition-aged youth within and across the target communities; 2) increased cohesion and expansion of family and community supports for the education and transition of students with disabilities; 3) increased strategic interactions of child/family serving agencies on behalf of families and children with disabilities through the establishment of a network of community-based, state, and national organizations; and 4) an increase in the number of parents and other caregivers and self-advocates participating in educational decision-making processes including the development of IEPs, IFSPs, and transition plans in the target communities.

Grant Number: H328C000022

Education for Parents of American Indian Children with Special Needs

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Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: The EPICS Project (Education for Parents of Indian Children with Special Needs) will establish an innovative program which will provide local parent training and information to underserved American Indian parents who live in urban and reservation communities in New Mexico. The overarching goal of the project is to empower parents from the time of their child's birth through all levels of the educational system. The project will ensure that parents whose children have special needs or disabilities will receive information that increases their understanding of and access to the educational benefits of the Individuals with Disabilities Education Act (IDEA). Many of the Indian parents to be served through this project have limited English proficiency, experience racial or cultural bias, and lack access to information technology. These factors create significant barriers that inhibit their understanding of the rules, requirements, and procedures used by educational institutions and health care systems.

Method: The project will provide comprehensive and culturally appropriate training, information, and support services to families of infants, toddlers, and youths with disabilities who live in traditionally un/underserved American Indian reservation communities in New Mexico. The planned outcomes for parents will be increased knowledge and skills which will enable them to: 1) understand their children's special needs; 2) provide follow-up support for the educational programs of their children with disabilities; 3) communicate more effectively with special and regular educational personnel and other relevant professionals; 4) participate more fully with providers in the educational decision-making process, securing the services that are guaranteed to them under IDEA; 5) obtain information about the range of services and resources available at national, state, and local levels to children with disabilities and their families; 6) understand the provisions for educating children with disabilities under IDEA 1997; and 7) participate in school reform activities.

Products: The project will actively collaborate and coordinate with school systems, state agencies, health care providers, and parent and consumer organizations at local, regional, and national levels. During the second and third year of the project, it is anticipated that elements of the project's training model will be replicated by educational, health, and social service organizations in ways that extend the reach of parent empowerment activities to other Native American parents in New Mexico.

Grant Number: H328C000035

Family Information Network on Disabilities of Louisville (FIND of Louisville)

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Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: FIND of Louisville addresses the need to enhance the knowledge and skills of parents of children with disabilities, to ensure their effective participation in decisions regarding educational and related services. Louisville/Jefferson County is Kentucky's most urban area and contains significant populations of parents from historically underserved groups—low-income, minority, and immigrants with limited-English-speaking capabilities. FIND of Louisville expands an existing parent outreach program to provide targeted information, training, and parent-to-parent support that engages parents in appropriate roles as provided in Sections B and C of the Individuals with Disabilities Education Act (IDEA). While the project scope encompasses the whole of Jefferson County, attention is particularly focused on areas of the county containing significant populations of underserved parents, including those neighborhoods in the federally-designated Louisville Enterprise Community.

Method: FIND of Louisville is designed to attain three broad goals: 1) enhance knowledge and skills of parents of children with disabilities; 2) form community networks of parents to provide ongoing support and advocacy; and 3) build the capacity of existing organizations and agencies to appropriately address issues of disability in their work with parents. The project builds upon an emerging local infrastructure that connects persons in depressed areas of the city and county with needed resources and services. It operates through neighborhood-based community centers and school-based family resource centers to identify parents of children with disabilities, connect parents with a support network of "Parent Partners", disseminate information packets addressing parents' questions, and provide focused training on issues identified by parents as priorities.

Products: In addition to parent training and information dissemination activities, the project will conduct leadership training to build a cadre of local parents who conduct training, support and advocacy activities, and orientation sessions to acquaint agency personnel with issues and barriers facing parents of children with disabilities.

Grant Number: H328C000044

A Homegrown Rural Recipe for Parent Involvement in Special Education — Serving Rural Families in the Appalachian Region of Pennsylvania

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Beginning Date: 10/01/00
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: The Mentor Parent Program will achieve the following: 1) provide information and training to parents of children with disabilities to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children; 2) provide training to parents of children with disabilities who will, in turn, act as Mentor Parents in the delivery of services for this program; and 3) provide in-service training and/or information to educators and service providers about the needs and rights of parents of children with disabilities.

Method: The Mentor Parent Program, a community-based parent program serving the rural economically and educationally disadvantaged population of the Appalachian region of northwest and northcentral Pennsylvania, has been addressing the problems of reaching parents who are impoverished, undereducated, often illiterate, and geographically isolated because of the rural region where they live. The program serves parents and families who have children (ages birth through 21) with developmental disabilities. The program provides a means to extend a comprehensive menu of services to a community that is drastically underserved by providing the following assistance through training, information dissemination, and one-to-one mentoring: 1) help parents understand the nature of their child's disability and their educational and developmental needs; 2) communicate effectively with personnel providing special education, early intervention, and related services; 3) participate in decision-making processes and the development of IEPs and IFSPs; 4) obtain appropriate information about the range of options, programs, services, and resources available; 5) understand the provisions of IDEA; and 6) participate in school reform activities.

Products: The Mentor Parent Program will provide direct services to 1,050 families. Parents and families of children with developmental disabilities will become empowered to become full and active participants in the mutual determination of their child's educational programming.

Grant Number: H328C010001

PADDA Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This Community Parent Resource Center will provide training, support, and information in advocacy for early intervention and special education to a diverse group of underserved parents in the Hampton Roads/Tidewater area of Virginia. This area includes two Enterprise communities (Norfolk and Portsmouth) and an Empowerment Zone (Norfolk). The project will focus on the needs of families from the 14 military installations in the Hampton Roads area and families whose children have become involved with the juvenile justice system.

Method: The resource center of the People with Attentional & Developmental Disabilities Association will serve the parents of infants, toddlers, and children with a full range of disabilities by helping parents to effectively use procedural safeguards, communicate effectively with service providers, participate in decision-making processes in the development of IEPs and IFSPs, and understand the provisions of IDEA. The project will also encourage parents to use mediation; and will network with national, state, and local organizations and agencies.

Products: PADDA will conduct workshops to train parents in understanding special education services and their rights; present an annual conference on developmental disabilities and special education; present monthly seminars; and accompany parents of children with disabilities through the special education process.

Grant Number: H328C010002

Family Resource Center Project

Project Director: Clark, Joyce; Totok, Sherry
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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Donna Fluke
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Purpose: The Family Resource Center Project (FRCP) is a partnership between the Down Syndrome Association of San Diego and the Exceptional Family Resource Center designed to establish a collaborative family-centered model of support using a multicultural, multilingual approach in providing resources, training, and information to underserved populations. The project will expand service and outreach to the targeted population, which is families with low socioeconomic status and limited English proficiency.

Method: The project will provide parent-to-parent support and dissemination of information and resources by parents of children with disabilities. Culturally competent services, supports, individualized assistance, and training opportunities will be offered to help parents understand how to effectively access and use the educational system and supports created by IDEA. To facilitate maximum outreach to families who are isolated, a "mobile" outreach resource component will be developed to offer one-on-one support, information, resources, and individualized training opportunities.

Products: The project will provide targeted families, special education and related services agencies, parent organizations, consumers, and professionals with opportunities to build individual and system-wide capacity to communicate more effectively, participate more equitably, and improve relationships between and among themselves.

Grant Number: H328C010006

Parent Support Team

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: This project of Families Involved Together (FIT) will develop a peer support organization for parents of children with special needs who have low economic or minority status. FIT will provide support, education, and advocacy to these families, with an emphasis on special education.

Method: The project provides services through support groups, educational workshops, an annual conference, a newsletter, participation in the citywide Special Education Advocacy Project coalition, phone support, community advocacy, and other specialized projects. FIT provides families with the tools they would otherwise never receive but very much need in order to cope with their child's disability and come prepared to plan as equal partners for their child's care and treatment. FIT engages and prepares parents to form partnerships with educators, implement their role as parents, and resolve conflict as established by IDEA standards.

Products: Expected outcomes for families and professionals will be increased knowledge and skill levels in the areas of communication between parents and educators and other professionals; legal rights of families of children with disabilities; methods of fostering consistent and knowledgeable participation by parents in the decision-making process regarding education of their children; ongoing vigilance and partnering to ensure that educational programs are implemented appropriately; and maintaining awareness of available resources for children, parents, and school personnel.

Grant Number: H328C010007

Burke County Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Lisa Gorove
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Purpose: This project will establish the Burke County Parent Resource Center which, in collaboration with community programs and organizations, will provide parent training and information to families of infants, children, and youth with disabilities. The Center will focus specifically on Hispanic, Hmong, and low-income parents who are traditionally underserved.

Method: Center efforts will focus on activities that enable parents to participate more effectively in helping their children with disabilities to achieve developmental goals in early intervention or school and to be prepared to lead productive, independent adult lives. This will be accomplished by providing training and information in a culturally sensitive and appropriate manner, assisting parents to understand procedural safeguards, helping parents better understand their children's disabilities and educational needs, and promoting parents' abilities to communicate effectively with personnel responsible for providing early intervention, special education, and related services. The project will also focus on increasing parent decision-making involving development and implementation of their children's IFSPs or IEPs, increasing awareness and use of a broad range of community resources, promoting parents' understanding of IDEA, and increasing parents' participation in school reform activities.

Products: Project activities will help increase the targeted parents' knowledge and skills to influence the provision of early intervention, special education, related services, and community resources. The project will work with professionals to improve their ability to engage families who are Hispanic, Hmong, or have low economic status in obtaining needed resources. These two focuses will help build local capacity to expand and improve services to underserved populations as they are enabled to participate more effectively in helping their children with developmental disabilities.

Grant Number: H328C010015

United We Stand: A Community Parent Resource Center

Project Director: Rivera-Putz, Lourdes
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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: This project will build on the resources of United We Stand (UWS), a community-based parent support program to serve culturally diverse families with children with disabilities in Brooklyn, New York. Directed and staffed by parents who reside in the community, the program provides information and support as well as direct assistance in meeting life needs to culturally diverse families who have a child with a disability, so that the parents can become more knowledgeable about the needs of their child and their rights and responsibilities under IDEA.

Method: UWS will build on its existing services and supports to better meet the needs of the unserved and underserved parents with children and youth with disabilities who require assistance in meeting their basic life needs to be in a position to participate in decisions about services for their children. The project will provide these parents with culturally relevant training, support, and information about disabilities, positive behavioral support strategies, disability resources, and parents' rights and responsibilities under IDEA. It will train and support parents who wish to serve as parent trainers or parent support group facilitators. In-service training opportunities will be provided through workshops and conferences for providers to enhance their understanding of the needs and realities of underserved culturally diverse families who have children with disabilities and strategies for enhancing the support they provide to these families.

Products: UWS is expected to serve 300 families in year one of the grant, 1,400 families in year two, and 600 families in year three. UWS will provide culturally and linguistically appropriate ongoing informational and emotional support to parents about disabilities, resources, parental rights and responsibilities, mediation, school reform issues, cultural diversity, self-esteem, and positive behavioral support strategies to enable them to participate as partners in educational decision-making for their children.

Grant Number: H328C010017

Providing Community-Based Parent Information and Support to Latino Parents Who Have Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: This project will build on existing services of Discapacitados Abriendose Caminos (DAC), a community-based parent support program that serves Latino families who have children with disabilities in St. Paul, Minnesota. DAC provides information and support, as well as assistance in meeting life needs, to Latino families who have a child with a disability, so that parents will be more knowledgeable about the needs of their families who have a child with a disability, so that parents will be more knowledgeable about the needs of their child and about their rights and responsibilities under IDEA.

Method: The project will inform more Latinos in the community about its services and will provide culturally relevant training for these families, information for their participation as partners in educational decision-making, and training for some to become support parents.

Products: DAC will serve 125 families in the first year, 150 families in year 2, and 200 families in the third year of the grant. Each family will receive assistance with basic life needs to enable them to focus on the disability-related needs of their children. They will receive culturally and linguistically appropriate informational and emotional support to help them participate as partners in educational decision-making for their child and to assist in growing professionally through training to become support parents.

Grant Number: H328C010018

Community Parent Resource Center Serving the Denver Enterprise Community

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Peggy Cvach
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Purpose: This project will ensure that underserved parents of children with disabilities who live within the Denver Enterprise Community, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have the training and information they need to enable them to become strong advocates for their children.

Method: The project will work directly with families to increase their knowledge of special education law and school reform, and will also work with community agencies that provide other human services to underserved families to help them in understanding IDEA and promoting full participation in community life for youth and adults with disabilities. Specific activities will include: 1) conduct outreach to public schools and agencies that serve underserved families; 2) provide intensive training, coaching, and mentoring on IDEA to families and staff at key grassroots agencies within the Denver Enterprise Community; 3) develop training curricula and materials on topics related to helping families become strong advocates for their children, and translate these materials into Vietnamese and Spanish; and 4) provide intensive one-to-one assistance to underserved families in their native language.

Products: The project will develop culturally relevant materials and will conduct 20 trainings on such topics as parents' roles in school improvement and working through conflict in the educational system.

Grant Number: H328C010019

Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: The Wisconsin Family Assistance Center for Training, Education, and Support (FACETS) will provide training and information to low-income and minority families of children with disabilities who live in Milwaukee. The project is designed to provide culturally sensitive services that recognize and respect the families' individuality and identity. Through close association and collaboration with community groups and organizations, the project will provide an array of services such as peer support, training and information, resource sharing, and leadership building.

Method: Through parent support groups, the project will enable parents to better understand the nature of their children's disabilities and their educational and developmental needs. The project will provide workshops to enable parents to communicate more effectively with personnel responsible for providing services to their children and to participate more fully in the decision-making process and the development of IEPs and IFSPs. Information dissemination will provide information about the range of options, programs, services, and resources available to assist children with disabilities and their families.

Products: The project will provide information on IDEA and other disability issues and will train parents to become parent leaders in their communities, in order to provide parents of children with disabilities the knowledge, skills, information, and support they need to fully participate in the decision-making process about their children's education so that the children can be prepared to lead productive independent adult lives to the maximum extent possible.

Grant Number: H328C010021

Community Parent Resource Center

Project Director: Glenn, Catherine
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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: The Virgin Islands Family Information Network on Disabilities (VI FIND), the only parent training and information center in the U.S. Virgin Islands, trains and provides information to parents, teachers, related agencies, service providers, and the general population about students with disabilities and their needs and rights under IDEA.

Method: Training workshops will reach over 750 parents of children with disabilities who have never been targeted before, from those with infants and toddlers with developmental delays through those with school-age children with disabilities on all three islands. The project will identify, target, reach, and assess 120 parents of children with disabilities who live in isolated and unserved areas of the Virgin Islands. It will provide individualized materials and support services to parents of 120 toddlers and preschool children with developmental delays in target areas and conduct specific outreach programs for the Spanish-speaking communities. It will also provide training to parents in effective communications skills so they can better understand and seek their rights under IDEA. A dozen parents each year will be trained to serve as group leaders, parent trainers, and advocates.

Products: The main outcome of the project will be continued and expanded services to parents of children with disabilities, provided through direct referrals, on-going individual help, training in advocacy and problem-solving skills, mediation, and follow-through on issues related to the needs of their disabled children. Special attention will be given to reach parents who live in very remote and isolated parts of the islands. Outreach will be accomplished by dissemination of brochures and radio public service announcements. In addition, the project will reach out to local schools and special education teachers and the community at large.

Grant Number: H328C010028

All Our Children — A Proposal to Establish the Northeast Washington Resource Center for Parents of Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/03

OSEP Contact: Jan Harlow
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Purpose: This project will support a parent training and information center at All Our Children, a community service organization made up of parents of children with disabilities, special services professionals, and concerned community members located in rural Northeast Washington state. The project will be centered at the main campus of rural Riverside Schools and will build cost-effective local capacity.

Method: Professionals will train experienced parents of children with disabilities to serve as mentors, community outreach workers, and information specialists. Priority will be given to building and disseminating a grassroots alternative dispute resolution system. Staffed by parents of children with disabilities and others with disabilities, the center will serve as a portal to special services in cooperating districts and to a full network of private and public agencies. Underserved parents of children with disabilities will be referred by project partners to the center for information and support. These parents will also serve as outreach workers because the isolation produced by extremely rural areas requires proactive engagement.

Products: The project will expand a grassroots, participatory resource center where parents can fully participate in professional planning, evaluation, placement, and delivery of services. It will build networks and share information in various media to empower parents in the various and essential aspects of their children's social, educational, and economic lives and to develop the parents' abilities to understand and use alternative forms and methods of dispute resolution. The center will feature its own web page, computers to enable parents to access information and services, video projects and theatre produced by local students with disabilities, and a full complement of printed information.

Grant Number: H328C010029

Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Lisa Gorove
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Purpose: This project will continue and expand the resources of Parent to Parent of Miami, which has the goal of building and sustaining an active network of parents whose common interests in their children binds them together to help their children achieve their highest potential and live independently. The organization works to empower families of children with disabilities by providing peer support, training, information and referral, emergency assistance, and advocacy.

Method: The project will continue its outreach to the community, particularly to African American families with children with disabilities and to fathers who have children with disabilities. The project will develop more cooperative interagency agreements to provide parent training and support to address the needs of children with disabilities and it will serve as a non-biased and independent liaison between parents and personnel responsible for providing education, intervention, and related services. It will advocate for families in the development and implementation of IEPs and IFSPs and educate parents to understand and access early intervention services, procedural safeguards, and mediation processes. It will serve the chronically underserved and isolated populations who face the most severe barriers to accessing resources and assistance, and it will provide technical assistance to parent groups in other communities attempting to establish similar organizations.

Products: The project will increase the outreach efforts of Parent to Parent and provide support, training, and leadership activities for families who have children with disabilities, with targeted outreach to families of African-American descent. It will also develop a support group for fathers who have a child with a disability and provide them with support, training, and leadership activities. Over 900 families in the Miami area each year will receive information and technical assistance from one of the project's family support parent trainers.

Grant Number: H328C010030

Hispanos Unidos para Ninos Excepcionales

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: Hispanos Unidos para Ninos Excepcionales (HUNE) is a community parent resource center for Hispanic parents of children with disabilities in the Philadelphia school district. This project aims to increase knowledge and understanding of educational problems and issues by Hispanic parents of children with disabilities, by strengthening their ability to be effective advocates for their children through intense training sessions and workshops. These parents will then be able to assist other parents of children with disabilities.

Method: HUNE will create a core team of ten parents of children with disabilities to help provide training and support to 200 Hispanic parents with disabilities and parents of children with disabilities. It will establish a parent support group, expand and improve services to parents, develop a training module on transition for parents in English and Spanish, and provide training sessions on transition from school to independent living.

Products: Through the efforts of this project, the Hispanic community in the American Street Empowerment Zone of Philadelphia will greatly increase its ability to address individual and systemic reform issues concerning special education. The project will establish a Web site with bilingual information on the rights of children with disabilities, which will link to other organizations serving children with disabilities in the Philadelphia area. The project will train 30 professionals who serve Hispanic parents of children with disabilities and provide training sessions, support, and updated information to parents. It will also publish newsletters that will include local, statewide, and national bilingual information for parents.

Grant Number: H328C010031

Parents Supporting Parents Network's Family Support Cooperative

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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: Lisa Gorove
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Purpose: The Arc of Texas in the Rio Grande Valley will develop a Family Support Cooperative in collaboration with the Parents Supporting Parents Network and the Arc's School Transition to Employment Project. The Family Support Cooperative will provide opportunities for families in three Empowerment Zones (Delta, Laguna, and Rio Grande) to obtain support and information to enable them to effectively help their children with disabilities meet developmental goals and be prepared to lead productive lives in the community.

Method: The services of the Family Support Cooperative will help families to better understand the nature of their children's disabilities and their educational and developmental needs; to communicate effectively with service providers; to participate in decision-making processes and IEP/IFSP development; to obtain information about the range of services and resources available; and to understand the provisions of IDEA.

Products: The Family Support Cooperative will: 1) provide 20 bilingual information seminars and workshops for families; 2) coordinate or support three bilingual family support group meetings per quarter; 3) provide individual support and technical assistance by recruiting, training, and supporting five bilingual parents of children with disabilities as volunteer parents; 4) provide bilingual information and referral services and written/audio materials; and 5) coordinate two regional bilingual conferences.

Grant Number: H328C010033

Pacific Outreach Partnership for Parent Empowerment (POPPE)

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project will maximize the use of the Kosrae Special Parent Network in providing outreach training, mentorship, technical assistance, support, and information services to minority, low-income, unserved, and underserved parents and families of children with disabilities, including children with limited English proficiency in four jurisdictions in the remote western Pacific.

Method: The project will work in partnership with the University of Hawaii's Center on Disabilities Studies, which has developed an extensive technical assistance network for parents and professionals in the outlying areas of the Pacific. This combination of resources will provide a strong alliance to continue to build capacity and capability for the developing network on the eight island states in the four partnering jurisdictions in the western Pacific. Coordinators at each partnering site will be given training, technical assistance, mentorship, and support. Parent Resource Specialists will be empowered to work with families of children with disabilities in their home municipalities and villages to assist them to help their children to meet developmental goals and standards and to prepare the children to lead productive adult lives.

Products: The project will develop the parent training centers in the eight states into strong, active organizations. Parent Resource Specialists will be trained and empowered to actively assist parents to access needed information. Ongoing parent training and support group meetings will be held at each site. An electronic communication network will be created for parents/families to access information and network with other sites, on the islands and the mainland. Parents will be empowered to participate in the educational decision-making process in regard to IEPs/IFSPs for their children, and all families will become aware of and understand the provisions of IDEA and their due process rights.

Grant Number: H328C010034

EMPOWER—Educating Minority Parents: Opening Windows to Educational Rights

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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: Lisa Gorove
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Purpose: EMPOWER will provide information, support, training, and technical assistance to families of children with disabilities who reside in the Mississippi Delta Empowerment Zone, a six-county area where many of the families have low socioeconomic status, low literacy, and limited educational background.

Method: EMPOWER, working in collaboration with The Arc, Parent Partners, and LIFE, will promote change in the Empowerment Zone through increased outreach to engage the targeted population, which includes a high proportion of African-American families; additional and sustained support and technical assistance to assist parents to meet their children's needs; basic education programs that provide parents with a greater understanding about the nature and scope of children's disability-related needs; and self-help and advocacy workshops designed to give parents the tools they need to obtain the full range of early intervention and special education and related services to meet their children's developmental needs. EMPOWER will collaborate with the Center for Law and Education to provide technical assistance and training to address systemic issues denying or impeding provision of high quality education and services to eligible children and youth with disabilities from birth through 21. The project will also train advocates and provide technical assistance and support to ensure that provisions of IDEA are implemented effectively.

Products: EMPOWER will provide training and technical assistance to at least 600 minority parents and children and 750 professionals in the Empowerment Zone. Individual support and assistance will be provided to 200 families. Twelve trainings, featuring such information as the basic educational rights of students with disabilities and IEP development, will be held, involving 150 parents and 50 professionals.

Grant Number: H328C010037

Parents United Together

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Donna Fluke
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Purpose: This project is a collaboration among three community-based programs in the Los Angeles (California) area that provide information and support to unserved and underserved families who have children with special needs. This partnership will allow the programs to build on their successes, to expand their individualized and culturally responsive training and information, and to enhance their own program capacity and visibility through the sharing of resources, community linkages, and administrative support.

Method: The project will locate and establish trusting relationships with unserved and underserved minority parents who have children with special needs, in order to assist them in receiving the training, information, and support they are entitled to under IDEA. The program will also provide training in cultural competence to personnel who provide services to underserved families in Los Angeles and Orange Counties.

Products: Through project activities, parents will be able to participate more fully in the implementation of appropriate educational programming for their children with disabilities. Informational flyers in Vietnamese, English, and Spanish will inform families about the project, and other bilingual materials on disabilities and services will be developed and disseminated. Approximately 1,800 unserved and underserved families in and around Los Angeles will benefit from direct and indirect involvement in project activities.

Grant Number: H328C010038

Partners for Parents — A Collaborative Partnership to Provide Training and Information to Parents of Children with Disabilities Who Have Been Traditionally Underserved

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Lisa Gorove
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Purpose: The Community Parent Resource Center of Nashville-Davidson County is a partnership among various groups that provides information and training designed to enable parents of children with disabilities to effectively help those children meet developmental goals and challenging standards that have been established for all children in order to better prepare children with disabilities to lead productive, independent adult lives.

Method: Services will be delivered in locations familiar to families, particularly in inner-city neighborhoods with high concentrations of poverty and citizens from minority groups, some with limited English proficiency. Curriculum and training materials with a proven track record of success will be used to help parents increase their understanding of IDEA and gain skills and competencies to more effectively use the procedural safeguards under IDEA and actively participate in the decision-making and educational planning processes affecting their children. The project will establish parent peer trainers in order to establish an informed, beneficial home-school relationship.

Products: The project will ultimately expand the community's capacity to provide information and training to parents of children with disabilities and to develop in those parents the capacity to inform and support each other with training, information, and advocacy. It will leverage community resources through the experience, expertise, and service delivery systems of established partnerships and network members and use the training curriculum to give parents information on special education and practice in developing IEPs and in resolving differences. The first project year will focus on recruiting and serving unserved and underserved parents whose children with disabilities are at the preschool or early elementary age.

Grant Number: H328C010040

Pyramid Parent Training Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Lisa Gorove
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Purpose: This project is a continuation of the Pyramid Parent Training Program, a community-based parent support and information program to serve culturally diverse families who have children with disabilities in New Orleans. It will provide family-centered, culturally competent information and training in special education law to support the efforts of underserved families to improve educational outcomes for their children with disabilities.

Method: The project will build on its existing services and successes to increase the capacity of parents of children with disabilities to participate effectively in achieving quality educational outcomes and the full benefits of IDEA. It will break the isolation of families of children with disabilities in regard to other parents, professionals, and research-based practices in education. It will increase the use of mediation, as an alternative to due process, to resolve disputes between parents and school districts.

Products: Pyramid Parent Training will reach and serve 1500 families over the three years of the grant. Each family will be provided with information, support, and referrals to enable them to focus on the disability-related needs of their children; and families will be given culturally and linguistically appropriate ongoing information and emotional support to enable them to participate as partners in educational decision making for their children.

Grant Number: H328C010041

SEAC Community Parent Resource Center

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This Community Parent Resource Center will develop a flexible, individualized information, training, and outreach program to meet the needs of minority families, rural families, and low reading-level families in Mobile County in southern Alabama.

Method: The Community Parent Resource Center will be located within the minority community in Mobile County, Alabama. The following activities will be carried out to enable parents of children with disabilities in minority communities to assume an informed and active role in their child's education and development: 1) one-to-one assistance and support in person and by telephone, fax, newsletter, topical information packets, and information and referral; 2) group training regarding special education awareness, special education laws, IEP development, and effective communication and problem-solving strategies; 3) information about the Center and other state, local, national, and regional agencies and organizations; and 4) development of a community-based outreach network of minority parents who will assist other parents in their communities.

Products: The project will provide information and technical assistance to 150 parents and professionals, distribute 400 newsletters two times a year to parents in targeted communities, provide information packets to 50 parents, conduct 12 workshops, conduct a trainer-of-trainer program with 10 parents, provide individual assistance and follow-up for 45 families responding to public service announcements aired on television and radio, present a minority support videotape to 30 families, and make available low-reading level printed information and video materials to 40 parents.

Grant Number: H328C010044

The Parent Partner Project: Expanding Training and Technical Assistance to Underserved Rural Area Parents of Students with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: Peggy Cvach
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Purpose: This project will build the understanding of underserved, rural parents about their children's disabilities and educational/developmental needs and will enhance their participation in their children's educational programs. The project will achieve these goals by creating a grass-roots mechanism to provide underserved, rural, and low-income families of children with disabilities (ages birth through 21) with the information, training, and support needed to ensure effective educational programs and outcomes for their children.

Method: The Parent Training and Information Center of Iowa, the statewide operational unit of the Access for Special Kids (ASK) Resource Center, will conduct the project in partnership with the Grant Wood Area Education Agency's Parent Educator Partnership program. Together they will create and support Parent Partner Community Resource Centers in two rural reaches of eastern Iowa. Rural parents of children with disabilities will be employed to ensure success for this grass roots project. The project will provide training on individualized education programs, individualized family service plans, and locally determined disabilities-related topics. It will provide follow-up consultation to parents and educators to build home-school collaboration in serving students and resolving disputes, and will operate a lending library of disability-related resources.

Products: The project will directly touch the lives of families and educators serving over 975 children with disabilities ages K-12 and over 200 preschool-age students. In addition, training, consultation, and lending library services will be provide to over 800 parents and professionals across the three project years. Information services will include newsletters, a Web site, public awareness presentations, press releases, and dissemination of publications and audiovisual resources through mobile regional lending libraries. Training services will include regional outreach workshops targeted to underserved parents, topical workshops on IDEA, and a parent leadership development program. Individual assistance to parents will include support, networking assistance, and information provided by phone, mail, e-mail, and in person.

STATE IMPROVEMENT GRANTS

84.323A
State Improvement Grants

Grant Number: H323A990001

Alabama State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: This improvement grant for the state of Alabama is a systems change effort aimed at improving the reading skills of students with disabilities, reducing the numbers of students with disabilities who drop out, reducing suspensions and expulsions for students with disabilities, and reducing special education teacher turnover and increasing the numbers of fully credentialed teachers.

Method: These goals will be achieved through systems-change strategies that incorporate research-based training strategies. These strategies include: staff development in strategies for reading; an online academy and communications support system for professional development, paraprofessional training, and conferences; a parent training and information center; staff training in the use of assistive technology to implement accommodations for students; training for early childhood care providers, general and special education preschool teachers, and parents in developmentally appropriate practices and functional readiness curriculum that targets reading; training for effective behavior intervention and positive behavior management; and institution of aggressive recruitment strategies to increase certified personnel.

Products: Through the use of these training strategies, Alabama will provide systems change and impact the areas of need. Data will be gathered and evaluated to measure progress toward project goals, objectives, and services, and to inform project staff of any necessary refinements throughout the five years of the project. Statewide systems change will be implemented through the various partnerships established by the project. Project goals anticipate increased performance in reading scores for students with disabilities and a major decrease in dropout, suspension, and expulsion rates for those students.

Grant Number: H323A990003

System Building for Special Education Personnel Development and Support

Project Director: Schendel, Julie
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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The purpose of this state improvement grant is to address four issues regarding special education in Iowa: 1) over 70% of special education students in Iowa have significant reading problems; 2) over one of every eight students with special needs in Iowa (12.9%) is being taught by teachers not fully certified in the areas in which they are teaching, fewer than 100 (1.6%) are exposed to special education teachers who are persons of color, and virtually none are being taught by persons with disabilities; 3) the effectiveness of transitions that occur as students with special education needs move from one educational setting to another and from an educational setting into the community needs to be improved; and 4) proficient, appropriately comprised teams for the development of Individualized Education Programs (IEPs) are needed, along with the assurance that all IEPs reflect high academic standards.

Method: The State Improvement Grant (SIG) Literacy Initiative will address the needs of students with special education needs whose reading, writing, and communication skills are substandard. The SIG Individualized Education Program Initiative will ensure that all students with special education needs have Individualized Education Programs that reflect high academic standards and that are developed and implemented by professionals and parents proficient in their use. The SIG Endorsement Initiative will increase the percentage of students with special education needs being instructed by certified special education teachers with appropriate endorsements. The SIG Career Ladder Initiative will increase the percentage of students with special education needs whose teachers are persons of color and/or persons with disabilities. SIG project activities address these issues by emphasizing better prepared instructional staff, high-quality IEPs that are academically challenging, and improved student performance.

Products: Training modules will be developed on early literacy development, action research, and research-based reading instruction practices. An information and availability announcement will be developed and disseminated offering college and university faculty IEP materials. Fact sheets will be developed and disseminated describing high quality IEPs that meet federal requirements. Awareness level training sessions will be offered to college and university faculty on topics such as discipline, general education curriculum, general education teacher participation, student progress monitoring, district-wide assessment, and parent involvement. Protocols will be established with 15 area education agencies to provide professional development for general education teachers in order for them to meet federal mandates for involvement and effective participation in IEP development and implementation.

Grant Number: H323A990007

Partnerships for Achieving Student Success (PASS)

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: This statewide improvement project in Virginia will work to facilitate, in cooperation with school divisions: 1) the increase of the school completion rate of students with disabilities in the context of higher academic expectations; 2) an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities; and 3) an improvement in meaningful parent/student involvement with special services personnel.

Method: This project will establish a system-wide practice of results-based program improvement for all children and youth with disabilities at state, local, and classroom levels. It will develop a partnership infrastructure that focuses statewide efforts on progressing toward Virginia's strategic goals. Personnel working with children and youth with disabilities will be trained to attend to improved academic literacy for students with disabilities, with particular attention to Virginia's Standards of Learning. A statewide system of technical assistance, professional support, and development will be coordinated to enhance all service providers' and families' abilities to collaborate and support the focus on academic performance. Efforts will be made to increase the supply and diversity of qualified personnel to serve children and youth with disabilities.

Products: The project will increase the statewide percentage of students with disabilities successfully completing school. It will promote and increase the supply of qualified special educators and related services personnel and the statewide availability of personnel preparation opportunities in all endorsement areas and opportunities which focus on best practices. It will increase active parent and student participation in special education process decisions.

Grant Number: H323A990008

New Hampshire's State Improvement Grant in Special Education: Promoting Equity and Excellence for All Children and Youth with Disabilities

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: This statewide improvement project in New Hampshire addresses the following system components: leadership and service coordination, standards for practice, preservice education, professional development, use of data for short- and long-range planning, dissemination of exemplary practices, involvement of individuals with disabilities and parents of children and youth with disabilities, and reduction or elimination of systemic barriers to effective service delivery.

Method: This statewide improvement grant will expand and strengthen partnerships among agencies and organizations involved in and concerned with reforming and improving systems for providing education, early intervention, and transition services for children and youth with disabilities. It will establish a foundation of exemplary professional practice to inform and enrich the efforts of agencies, institutions of higher education, individuals with disabilities and their families, and other partners and stakeholders to improve educational results for children and youth with disabilities. It will improve the capacity of personnel preparation programs to support students to meet and maintain high standards for performance and it will improve the competencies of general and special educators, paraprofessionals, and families related to the provision of high quality educational services to these students. It will improve the systems that collect, analyze, and utilize data related to student performance and outcomes. It will improve service quality, coordination, and integration through policy reform, systems change, and provision of technical assistance related to transition policies and practice, student access to and participation in the general education curriculum, and school-based disciplinary policies concerning students with emotional disturbance.

Products: The project will establish for the first time in New Hampshire a system for coordinating planning, policy, and implementation of professional development and systems change efforts in general and special education; it will assure greater attention to accountability for positive learning outcomes by all local and state education efforts; it will embed consideration of children and youth with disabilities within existing professional development and education improvement efforts; and it will establish new initiatives that focus specifically on improving results for children and youth with disabilities.

Grant Number: H323A990009

Kansas State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: The purpose of the Kansas State Improvement Grant is to assure that Kansas' educational systems are aligned to support all students, including those with disabilities, to achieve high state standards and positive adult outcomes.

Method: This project has the potential to impact more than 214,000 Kansans, including more than 40,000 educators and 56,000 children with disabilities and their families, statewide. The plan of operation features six major goals and intended outcomes to meet the identified needs. Goal 1 will increase inclusion of children and youth with disabilities in Kansas' system of standards-based reform. Goal 2, school-family-community partnerships, will increase active support of families in school partnerships and training and increase schools' responsiveness in family-community partnerships. Goal 3 will increase early student success, reduce frequency of referrals to special education services, and show improved conditions for young children and families. Goal 4, positive post-school outcomes, will increase gainful employment and lifelong learning. Goal 5, personnel supply/demand, will work toward an adequate supply of diverse, well-qualified, and effective education and related services personnel. Goal 6, quality issues for personnel development, involves use of administrative, curricular, and instructional practices that convey high expectations and assist students with disabilities to meet challenging standards, as well as develop and implement individual education plans (IEPs) that reflect those standards.

Products: This model for statewide systems change will stimulate partnership development within and between institutions of higher education (IHEs) and local education agencies (LEAs) as a basis for mentoring and induction systems for new teachers, for the renewal and improvement of teacher preparation, and for collaborative approaches to solving the problems of daily practice in serving children and youth.

Grant Number: H323A990011

Ohio's State Improvement Grant: A Statewide Model for Rethinking Schooling in Fundamental Ways

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The goals of this project include: 1) to provide children and youth with disabilities access to challenging academic curricula; 2) to develop partnerships among members of the learning community to improve results for all children; 3) to increase cooperation and collaboration in and among agencies, and the coordination of services across agencies; 4) to promote collaboration between regular and special education personnel to ensure successful transitions; 5) to develop a model to document accountability and continuous improvement in service delivery; 6) to improve building-level processes for assisting students with learning problems; 7) to increase the participation of parents, families, and community members in decision-making; 8) to support the development of shared responsibility and ownership at the building level; 9) to make personnel preparation programs accessible throughout the state; and 10) to prepare graduates and school personnel to effectively manage the behavior of all students.

Method: This project will employ two basic strategies in Ohio: 1) partnership sites to demonstrate how districts can get the conditions right for all children to learn at high levels; and 2) partnership agreements with institutions of higher education (IHEs) to increase the quantity and competency of personnel required to meet student needs. This state improvement grant (SIG) will serve as the vehicle for promoting shared responsibility among partners at the state, regional, and local levels. Collaborative partnerships will assist school districts in developing the capacity to make and sustain meaningful change. The partnership agreements are structured to ensure that core "providers," e.g., regional professional development centers, special education regional resource centers (SERRCs), IHEs, parent training and information centers, educational service centers, become core "partners." Resulting models for how to use partnership resources/services in a coordinated way will help local education agencies help all youngsters to learn to succeed in school. During the first year of the project, the partnership agreements will be implemented in six regional sites. Ten additional regional partnership sites — five in year two and five in year three — will be added over the course of the project, for a minimum of 16 sites (i.e., one in each of Ohio's SERRC regions). At the same time, other funds will be used to create incentives for replicating the development of partnership sites across the state. To make personnel preparation programs accessible around the state, and to address the severe shortage of qualified personnel, including those from underrepresented groups, a series of additional partnership agreements will be implemented to prepare orientation and mobility specialists, teachers of students with visual impairments, deaf interpreters, speech-language pathologists, and behavioral interventionists.

Products: During project years one and two, a publication detailing partnership site activities will be developed for use in replicating the effective aspects of each site. During years three and four, a "promising practices" document will be produced that provides strategies for integrating professional development needs assessment processes for children with disabilities into district-wide continuous improvement planning for all youngsters. A third document, produced in year five, will summarize recommendations from a state education agency action seminar, designed as a mechanism for disseminating project findings on a national basis.

Grant Number: H323A990012

Georgia - State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: This statewide improvement grant for the state of Georgia is intended to improve the systems for providing educational, early intervention, and transitional services and consequently improve the performance of students with disabilities, through responses to professional needs and partnerships that meet student needs. Responses to professional needs include professional development, technical assistance, and dissemination of knowledge about best practices. Partnerships will include state education personnel, parents of students with and without disabilities, organizations representing individuals with disabilities and their families, institutions of higher education, and community-based organizations.

Method: Activities will be conducted to increase and maintain the number of qualified personnel to provide services to students with disabilities in the following areas: general and special education teachers of students with disabilities; interpreters and teachers of students with hearing and visual impairments, who are blind or deaf, or who have orthopedic impairments; teachers of students with emotional/behavioral disorders; and speech language pathologists for students with speech/language disorders. Parent-educator partnerships will be strengthened; training will be given to provide better services to young children with disabilities and their families; general and special educators will be trained to better address rules, regulations, and procedures; and access will be provided to the general education curriculum and statewide assessment for students with disabilities. General and special educators will learn behavior management techniques for safe and orderly environments and special educators will learn to implement effective transition activities for students with disabilities.

Products: The implementation of project activities should result in the following statewide improvements for students with disabilities: an increase in the number of students who receive education with nondisabled peers for more than one-half of the school day; an increase in the number of students who exit special education and return to general education programs and who earn a degree in regular education; an increase in the number of those who participate in the statewide assessment program with and without accommodations; a decrease in those who drop out of school; an increase in the number of students who attend postsecondary education programs and who are employed upon exiting from school.

Grant Number: H323A990013

Kentucky State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The purpose of Kentucky's state improvement program is to improve learning results for Kentucky's children and youth with disabilities at all levels so that those results are fully measurable and comparable in quality to those for all children. The state will implement these goals through a unified and coherent plan in partnership with regular and special educators, local and state administrators, related service and paraprofessional personnel, institutes of higher education and postsecondary programs, and students with disabilities and their families.

Method: To improve the academic and behavioral skills of students with disabilities, the state will increase the partnerships between parents and students and state and local systems that contribute to success in these areas. It will offer collaborative and integrated teacher preparation programs, develop state and local support systems and networks, and promote a systemic integration and coordination of local education resources, all designed to promote student academic and behavioral success. To increase the effectiveness of early intervention services and to ensure the successful transition of students with special needs into preschool programs, the state will work to increase parents' knowledge about and participation in the education of their children. It will work to increase the number of qualified special education personnel in early intervention and train them in the development of natural supportive environments as well as in the use of assistive technology to improve student access to educational opportunities. It will also increase the number of accredited inclusive intervention programs in the community that facilitate transition to preschool. To increase the number of students with disabilities who complete school and transition to an adult life style of their choice, the state will form and sustain partnerships with students, parents, education and other human service agencies, employers, institutes of higher education, and communities.

Products: The professional development programs and collaborations implemented through the project will increase the number of qualified general and special educators, related services personnel, and paraprofessionals who serve students with disabilities. The comprehensive and innovative technology systems instituted by the project will enhance learning results for students with disabilities. With such changes, the project will help bring a major increase in the overall performance of students with disabilities in statewide assessments. The effectiveness of early intervention and preschool transition programs will be increased. The project will increase the number of students with disabilities who complete school and attain their choice of employment or continuing education.

Grant Number: H323A990015

Investing in Our Students: Michigan's Model to Improve the Performance of Students with Disabilities

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Ending Date: 1/31/04

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Purpose: Michigan's Model to Improve the Performance of Students with Disabilities is an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. This State Improvement Grant (SIG) will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for children and youth.

Method: The functional model employed by this project will integrate diverse and existing state-level activities into a cohesive, coordinated, and efficient effort. The SIG provides a framework for analyzing, synthesizing, coordinating, and disseminating important information and skills for educators, parents of children and youth with disabilities, and the students themselves in Michigan. The project will focus on improving the capacity of those who work with children and youth. The model supports continuous progress in developing a strong delivery system in which practitioners are skilled and students achieve at higher levels. Three priorities of this project are the following: 1) improving transition practices; 2) implementing positive behavioral interventions and supports; and 3) addressing personnel shortages, including underrepresentation of personnel reflecting the diversity of the student population.

Products: The project will foster networks of partnerships to assist in reforming Michigan's many and diverse personnel development efforts into a comprehensive system for providing training in early intervention, educational, and transitional services to children and youth with disabilities. A set of four "hubs" for coordinating training and information flow will be established to: 1) develop information based on student progress indicators; 2) disseminate information to all participants in the education community; 3) support sustained learning leading to changes in the practice related to improving student performance; and 4) support districts in developing local capacity to assure quality services to all students.

Grant Number: H323A990016

State Program Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The plans for the Maryland State Improvement Grant are based on a vision of a unified system that centers around a core set of student outcomes and standards that define goals for the system, and there is a means for assessing student progress toward those outcomes. Curriculum and instruction are aligned with the standards and outcomes, and the entire core is supported by policies and programs that guide professional development and preparation, technical assistance for school improvement, and the allocation of resources. The unified system accommodates and supports diverse learners without unnecessary categorization of students or program resources. The system values flexibility and collaboration at all levels in order to promote student attainment of goals. To make this vision a reality, the mission of this SIG is to improve education and outcomes of students with disabilities through services and strategies that involve stakeholders and system components in sustained efforts to bring about progressive and positive change in services for students aged three to 21; in professional development across the spectrum of professionals, paraprofessionals, and parents; and in preservice preparation of general educators, special educators, and related personnel.

Method: This mission will be accomplished through informed leadership and involvement of people at all levels of the education community in a process that unifies the system by integrating the education of students with disabilities into statewide standards-based reform and accountability. Project services and activities will: 1) fully integrate education of students with disabilities into statewide standards-based reform and accountability; 2) expand opportunities of students with disabilities to participate in the general education curriculum and statewide performance assessments; 3) design and deliver professional development that responds to standards-based needs for building personnel competencies to improve education and outcomes of students with disabilities; 4) strengthen the capacities of preservice preparation programs to increase their productivity and their capacities to align preparation with standard-based reform and professional development; 5) improve the capacities of the statewide early intervention system to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn; and 6) assist school districts, higher education, professional development, and other stakeholders in using research and best practice for school improvement, program improvement, and management of change.

Products: The work of the State Improvement Grant will be of significant assistance to local education agencies striving toward educational improvement and inclusion within Maryland's nationally recognized accountability system.

Grant Number: H323A990018

Ka Hihi'o O Na Liko O Hawai'i Mua (The Vision of the Budding Children of Future Hawaii)

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The Hawaii State Department of Education state improvement plan will improve systems that provide early intervention, educational, and transitional services through an innovative personnel development program supported by coordinated policy, procedure, and practice interventions. This strategy is expected to lead to significant gains in in-school and post-school outcomes for children with disabilities.

Method: The project integrates personnel development and system improvement outcomes in order to build local capacity to meet the needs of students with disabilities. Interdisciplinary professional development teams will provide training to school-based teams that will implement new practices and provide feedback to policy level work groups, which recommend system-wide changes. As part of these teams, educators, related service providers, and parents are supported at the school level, which allows an easier development of improved procedures and potential policy improvements at the state level. This multilevel approach, linked with continuous feedback of information, will ensure lasting and sustained system improvements for children with disabilities and their families.

Products: The project's emphasis on state-level policy making, district-level training and support, and school-level practice will directly and positively affect outcomes for children with disabilities. As participants are trained and supported at each system level, capacity is developed to improve areas of critical need and sustain these improvements over time.

Grant Number: H323A990019

Utah State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: Through this state improvement project, the Utah State Education Agency will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs.

Method: The project will provide general and special educators with the content knowledge and collaborative skills to meet the needs of children with disabilities. It will prepare professionals and paraprofessionals in the area of early intervention and work with institutions of higher education and other entities to prepare personnel to ensure that those institutions and entities develop the capacity to continue to support professional development programs that meet state and local needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel for which there is not sufficient demand within a single state to justify such programs. It will work with neighboring states to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

Products: The project will acquire significant knowledge derived from educational research and other sources, and will develop information about how the state, if appropriate, will adopt these promising practices, materials, and technology. This knowledge will be disseminated to teachers, administrators, school board members, and related services personnel. Project efforts will build local and state capacity to provide, improve, and expand services for students with disabilities and ensure a continuing supply of qualified personnel at all levels.

Grant Number: H323A990022

Improving Results Initiative

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The Improving Results Initiative for Idaho is based on a collaborative partnership designed to align and strengthen educational systems that contribute to high achievement for children and youth with disabilities. Partners in this project include the Idaho State Department of Education, local education agencies, Idaho Parents Unlimited, institutions of higher education, and others.

Method: Specific activities that will help children and youth with disabilities to meet or exceed newly established content and performance standards include the following: implementation of state and local policies and procedures that strengthen the capacity of schools to improve educational results for all students, including those with disabilities; enhancement of the capacity for parents to influence reforms and increase their children's educational achievements; revision of professional and paraprofessional standards, certification requirements, and personnel development programs for the purpose of redefining personnel skills necessary to improve results for children and youth with disabilities; creation of a system of preservice and inservice training to ensure that parents and professionals are prepared to meet students' needs; effective administration, systematic evaluation, and continuous improvement of the project through a partnership with local and state education agencies and institutions of higher education.

Products: Institutions of higher education will receive subgrants to align training programs with revised standards, which will ensure that school personnel will have the skills and knowledge to sustain school improvements. A training clearinghouse will increase access to professional development by coordinating the preservice and inservice training efforts of all partners across the state. The project will also provide tuition waivers, assistanceships, and other incentives to recruit and train a sufficient number of individual, particularly those from underrepresented groups. Strategies to retain special educators and related services providers in employment will be implemented. These initiatives will present unique opportunities to reform and strengthen Idaho's education system in order to maintain a superior level of academic achievement by both regular and special education students.

Grant Number: H323A990026

Improving the Special Education System in California

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: This project will develop collaborative partnerships to improve services for children and youth with disabilities. The state improvement plan will serve as a guide to help system stakeholders concentrate improvement efforts and focus on future achievements and as a blueprint for those responsible for making system improvements by delineating and prioritizing training, technical assistance, and other systemic needs.

Method: The project will help set high academic standards and clear performance goals for students with disabilities, along with appropriate and effective strategies and methods to ensure that students have maximum opportunities to achieve those standards and goals. Teachers will participate in comprehensive professional development programs to ensure that they will possess the skills and knowledge necessary to address the educational and related needs of those children. Finally, the project will work for service integration and the coordination of state and local education and other agencies to address the full range of student needs.

Products: Through its efforts, the project intends to increase the percentage of students with disabilities who are performing equal to or better than the average of students without disabilities, to increase the positive results achieved by students with disabilities on school and post-school outcomes as determined by state standards, to reduce the rate of suspensions and expulsions of students with disabilities compared to the rate of general education students, and to increase the percentage of special education students earning a high school diploma or GED so that the percentage is equal to or higher than that for nondisabled students. The project will increase the rate of special education teachers who are fully credentialed and the percentage of special and general education teachers responding to inservice training, resources, or technical assistance.

Grant Number: H323A990027

Massachusetts State Improvement Grant: Project FOCUS

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: Project FOCUS offers the following outcomes to guide statewide efforts toward systems improvement for the benefit of all students: 1) knowledgeable parents and service providers working together to provide high quality early intervention and preschool services within natural environments for infants and toddlers; 2) knowledgeable parents and educators working together to ensure that all students (K-12) have access to the general curriculum are supported across all educational settings, and are able to demonstrate their acquired knowledge as full participants in every aspect of education reform, including a variety of options for improved postsecondary outcomes; 3) restructured teacher preparation and professional development programs to incorporate promising practices of teaching and learning for students with diverse abilities and needs, based on education reform standards, including strengthening ties among preservice programs, school districts, and local communities; and 4) enhanced accountability procedures at the state and local level for students, parents, and educators.

Method: Project FOCUS is designed to provide preservice and professional development activities for educators, parents, students, and other interested stakeholders. The major themes of parent collaboration, research to practice, interagency coordination, innovation, capacity building, and linkages to existing activities to maximize community, state, and federal resources are reflected across activities in six focus areas. The first focus area prepares providers and parents to understand and implement a shift in the provision of services and supports to natural environments during early intervention and preschool years. The second focus area, kindergarten and elementary ages, prepares teachers and parents with skills related to ensuring access to the general curriculum in general education settings for all students, with an emphasis on literacy skills (including Braille literacy), universal instructional design to accommodate diverse learning styles, and issues related to the educational climate. The third focus area will maintain the same content as the second focus area adjusted to respond to the needs of older students and generally different administrative and organizational features of middle schools and high schools. The fourth focus area will address enabling students with disabilities, ages 18-22, to participate in adult options, including postsecondary education and employment, with their nondisabled peers. The fifth focus area will assist teacher preparation programs statewide to restructure and unify curricula based on education reform standards and teaching methodologies to prepare general and special educators and paraprofessionals to work with all students within the context of a professional development school model. The sixth focus area will develop and enhance existing accountability systems across the full range of services for infants, toddlers, and students with disabilities.

Products: A network of mentors will be created from various school districts across the state. Among other roles, mentors will assist with training and technical assistance activities. Three series of regional training sessions will be developed: one set for teams of early intervention and preschool educators, parents and service providers; a second set for educators, parents, and elementary-aged students; and a third set for middle school, high school, and transition-aged students, parents, educators, and employment-related service providers

Grant Number: H323A990028

Missouri Preparation of Personnel Partnership

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The goal of the Missouri Preparation of Personnel Project is to improve the educational outcomes for students with disabilities and ensure a comprehensive statewide system of personnel preparation and development that reflects collaboration of consumers, professional organizations, local school districts, and higher education through the following: 1) to increase the supply of qualified special education personnel and related services personnel who are available to carry out the purposes of IDEA to provide special education services to children aged 3 to 21 years so that the shortage is reduced to 1% vacancy and 3% temporary certificates; 2) to provide professional development and systems enhancement to increase the percentages of students with disabilities that score at the near proficiency, proficient, and advanced achievement levels for the Missouri Assessment Program content areas of Mathematics and Communication Arts (Reading) by 25%; 3) to increase by 25% the number of students with disabilities who graduate with diplomas and decrease by 25% the number of students with disabilities who exit the school without a diploma; and 4) to achieve systemic change throughout Missouri in increasing placements in regular education in targeted local districts by 20% through individualized training and technical assistance and changes in institutions of higher education.

Method: The project will: 1) establish a strong administrative structure; 2) designate an Advisory Board; and 3) establish a management information system that will allow for precise measurement of outcomes for students with disabilities and compile relevant statistics on educational personnel. The grant will build the capacity of local schools to provide services to the target population through fewer vacancies in critical special education and related services positions by providing implementation grants and extensive training opportunities.

Products: The project will produce: 1) a mentoring manual focused on ways to support new teachers in special education; 2) reading curricula and training for teachers developed by the Eisenhower-funded reading initiative; 3) fact sheets on findings of the evaluation of this project; 4) a multi-media inquiry-based curriculum for preservice and inservice professional development that supports inclusion and the Show Me Standards; and 5) effective tutorial interventions to raise achievement of lower functioning students.

Grant Number: H323A990029

Vermont State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The purpose of the Vermont state improvement plan is to improve educational results for children with disabilities through professional development, technical assistance, and dissemination of knowledge about best practices.

Method: Based on critical needs for professional development, the State Department of Education and its partners have identified four statewide initiatives for inclusion in the state improvement plan: 1) accommodating children with disabilities in statewide assessments; 2) preparing Master's level speech and language therapists committed to working in Vermont schools; 3) recruiting and supporting the preparation of sign language interpreters and occupational and physical therapists committed to working in Vermont; and 4) implementing model early literacy programs for all students, with special emphasis on students failing or at risk of failure, including those with disabilities. The framework for the improvement plan includes standards for vital results and fields of knowledge, recommendations for providing instruction, and assessment of student learning across the grades.

Products: Each of the four components of the project will result in system-wide improvements. The training and technical assistance provided by the statewide assessment component will enable special educators and IEP teams to use effective participation strategies and options that will result in the full participation of students with disabilities in statewide assessments. The establishment of a program at the University of Vermont for personnel preparation will assure a steady supply of appropriately trained professionals that will meet a continuing need. New opportunities for supporting the preparation of interpreters for the deaf and hearing impaired will improve the educational opportunities for these students. The early literacy component of the project, focused on prevention, early identification, and intensive instruction for children at risk of school failure, will help to dramatically increase student performance. Working closely with its partners, the state will implement a comprehensive plan for dissemination of best practices. Each element of the plan will be evaluated and the results disseminated through all of the partners and will result in improved performance of students statewide.

Grant Number: H323A990033

Professional Development Partnerships for Improving Student Outcomes

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The Commonwealth of Pennsylvania through the Department of Education will develop a unified, integrated, and coordinated network entitled the Professional Development Partnership for Improving Student Outcomes. This Professional Development Partnership will be responsible for professional development, technical assistance, and dissemination of knowledge of best practices. All activities will focus on improving results for children with disabilities while promoting systemic change. Key goals of the state improvement plan include: 1) establishing high standards for students and teachers consistent with the Governor's Education Initiatives; 2) aligning the goals of the plan with goals and activities of appropriate state plans to promote coordination, collaboration, and systemic change; 3) establishing clear accountability methods that accurately measure the outcomes/performance of students while holding local education agencies accountable; 4) improving the quality and quantity of professionals, especially in areas of identified need/shortages, and 5) improving the recruitment, preparation, and retention of underrepresented groups of professionals.

Method: The state improvement plan (SIP) will build partnerships that focus on coordination and collaboration with existing agencies, programs, projects, and resources. Integration of the goals of the Professional Development Partnership within existing policies and state-level initiatives will be a primary focus to ensure systemic change. A two-tiered approach will be used: 1) state-level policy review and revision, and 2) local-level pilot implementation and evaluation. This two-tiered approach ensures that policy will be anchored in practice. Key strategies to insuring that goals of the SIP are met include: 1) providing coordinated technical assistance to local education agencies; 2) restructuring preservice training programs so that graduates are prepared to meet the complexities of today's students and the school environment; 3) changing state policies and procedures to address barriers to systemic change; and 4) disseminating best practice information to assist parents and professionals in translating policies and procedures into effective practices in schools resulting in improved student performance.

Products: This project through its coordinated partnerships and systemic reform will improve the results of students with disabilities. Aligning state and local policies and effective practices through the Pennsylvania Development Partnerships will enable all students to achieve their full potential and become productive citizens. Annual reports will be developed and disseminated to partners as well as a training summary of statistics and report. Project staff will provide preservice and inservice training, disseminate training packets via the World Wide Web, and disseminate personnel clearinghouse information via the World Wide Web.

Grant Number: H323A000001

Nebraska Special Education State Program Improvement Grant

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project will support a research-based behavior improvement academy. The project will also address systemic changes in state policies to: 1) support staff development programs to improve behavior and instructional strategies, 2) improve transition services and service integration, and 3) increase personnel supply.

Method: The statewide program will initiate systemic reforms and build local capacity to provide, improve, and expand services to students with disabilities and their nondisabled peers. It will support the need to build the capacity of local education agencies to change systems to improve behavior and instructional strategies. It will ensure an adequate supply of personnel to meet the needs of students with and without disabilities and their families. The project will establish a Leadership Development Academy to implement research-based behavior improvement and to teach instructional strategies.

Products: This project will improve the skills of personnel in the area of research-based positive behavior management and instruction. Systems will be aligned and policy changed at the state and local levels to support students with disabilities and their non-disabled peers. Statewide educational policies and resources will be leveraged to help support future local capacity building for behavior management and instruction. The project hopes to positively affect achievement scores, graduation rates, and post-school outcomes for students with disabilities and their nondisabled peers.

Grant Number: H323A000003

Connecticut State Improvement Grant—Special Education

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project will address identified state needs included in the Connecticut State Improvement Plan. Needs will be addressed through the formation of a statewide partnership team for leadership and through requests for proposals and incentives that support partnership teams of schools, institutions of higher education, state agencies, community organizations, and parents to: 1) improve systems' abilities to meet the needs of diverse learners; and 2) reduce personnel shortages in low-incidence disability populations with an increase in representation of minority personnel.

Method: The first goal will be accomplished by: 1) developing and replicating programs to address: transitions from Part B to Part C and to postsecondary situations, literacy in young children (ages zero to eight) and their parents, parental involvement, behavioral needs of children, and instructional methods to meet learners' needs; and 2) providing incentives to promote systems change in institutions of higher education to train educational professionals to meet the diverse needs of all children (0-21), including those with visual impairments. The second goal will be accomplished by: 1) developing a statewide coordinated data collection system to project future pools of qualified candidates; and 2) providing incentives to recruit students to enroll in training programs for bilingual speech pathologists, teachers of visually impaired, and other low-incidence populations.

Products: Existing partnerships will be strengthened and new partnerships will be formed, children's performance in literacy and behavior will be improved, and personnel shortages will be reduced with an increase in minority representation.

Grant Number: H323A000011

Montana's State Improvement Plan

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: Montana's State Improvement Grant will help expedite the state's progress in creating an educational system in which all students receive the supports and services they require to be successful. Building upon a previously initiated general education reform effort, this project will encompass initiatives that serve three purposes: 1) to align concurrent activities within general and special education to create a unified and coherent agenda of school improvement in Montana; 2) to target specific areas of need unique to the delivery of services to students with disabilities, creating new partnerships, approaches, and solutions to improve outcomes in areas known to be in need of improvement; and 3) to target statewide challenges in the area of personnel preparation, recruitment, retention, and professional development.

Method: Project goals will focus on three areas: standards-based reform; improved outcomes for students with disabilities; and personnel retention, recruitment, and professional development. Work in each of these areas will be coordinated by a team comprised of individuals whose collective knowledge, skills, and areas of responsibility create a context in which identified activities have the participation and resources necessary for completion. For example, coordinated responses to training needs can be developed when teams involve individuals representative of the preservice, inservice, and school implementation levels. All project initiatives are designed with this systems approach to maximize the impact of project initiatives.

Products: This project will assist in Montana's progress toward creating an educational system in which all students receive the supports and services they require to be successful. Formal school improvement partnership agreements with the Office of Public Instruction will ensure that project efforts are integrated with other State plans and will be aligned in a way that maximizes available resources. Agreements with the state's parent training center, institutions of higher education, and other organizations within the state will help ensure the sought-for outcomes for young children and students with disabilities in Montana.

Grant Number: H323A000012

Improving North Carolina's System of Education for Exceptional Children

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The North Carolina State Improvement Project will establish and implement, in alignment with the comprehensive system of personnel development, program support services to significantly improve the performance and success of students with disabilities within the state. The project will work to improve basic skills performance for students with disabilities, increase the percentage of qualified teachers of students with disabilities, increase graduation rates and decrease drop-out rates of students with disabilities, and improve parent satisfaction with, and support of, school services.

Method: The administration and management of the project will be conducted through a collaborative educational partnership. A network of nine research-based training and demonstration centers will be established to demonstrate the implementation of research-proven approaches to the basic skills instruction and use of positive behavioral supports. These centers will provide training of trainers and resources in the use of research-proven methods for instruction in basic skills.

Products: The project will establish a system of continuous leadership training and support for school administrators, and a system of parent training and support. In combination with other state programs and resources, a system of recruitment and training support will be established to attract and retain special education teachers. An accountability system will also be established to measure the impact of the state improvement project and other restructuring and improvement efforts on the performance and success of students with disabilities.

Grant Number: H323A000013

Illinois State Improvement Grant: Staff for Student Success

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This statewide improvement project constitutes a coordinated system of professional development to assure that Illinois has an adequate supply of appropriately trained special education personnel to assure improved results for students with disabilities, and that the state has staff sufficiently prepared to work collaboratively with personnel in general education. Project activities will concentrate on increasing the availability and quality of services and identifying the personnel needed to maintain and support students with disabilities in the general curriculum and general education settings.

Method: The project will support a variety of personnel preparation and development activities, with a focus on local, regional, and state needs related to supplying an adequate number of individuals prepared to provide the kind of special education services outlined in IDEA '97 and in statewide educational reform. The project has two broad goals that address these needs: 1) In order to increase the number of appropriately trained and credentialed special education and related services personnel, meet student needs, and address identified geographic areas of shortage, Educator Academies will be set up in geographic areas that have substantial shortages of personnel. These academies will be linked to a school district but will include broad collaboration with colleges and universities and other education entities. 2) In order to provide a network of professional development that coordinates local, regional, and state resources with parents and educators who share responsibility for implementing an integrated service delivery model, Professional Development Academies will be set up with an interest in the quality of schools and the future work force. These academies will establish partnerships that will continue after the term of the grant. Town meetings will provide information for designing local personnel preparation and development initiatives that will have an impact on both goals.

Products: The project will establish a continuing system of professional development through the maintenance of Educator and Professional Development Academies and partnerships with professional organizations to recruit needed personnel who are appropriately trained and credentialed to deliver the necessary services for individuals with disabilities. The project will also work to expand higher education offerings to prepare personnel in accordance with the standards-led system, in partnership with local school districts and special education joint agreements. An increased number of parents, educators, and community members will be provided with current information and skills regarding improving results for individuals with disabilities. Through project efforts, more parents from diverse and traditionally underrepresented populations will be able to participate in the local and regional professional development offerings.

Grant Number: H323A000015

Quality Education in the Last Frontier: Alaska's State Improvement Grant Proposal

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The Quality Education in the Last Frontier (QELF) project, Alaska's state improvement grant, is designed to increase educational services and successful outcomes for all students, including students with disabilities. The QELF project will provide extra support and technical assistance as well as facilitate collaboration among its partners.

Method: The QELF project will advocate for full inclusion of students with disabilities in statewide education reform activities by providing training, resources, and technical assistance to school districts, parents, families, communities, and state agencies. The project will also increase cooperation among stakeholders and build the capacity of systemic structures currently in place. Innovative strategies will be used to improve the recruitment, training, and retention of paraeducators and professional educational personnel.

Products: Through project efforts, more students, including students with disabilities, will participate in activities related to Alaska's Quality Schools Initiative and other school reform efforts. Parents, families, and community members will participate in activities that promote student achievement. The project will develop and sustain effective partnerships with state agencies that provide services affecting students' educational achievement and will develop an infrastructure to recruit, train, and retain paraeducators. An evaluation program developed by the project will ensure the efficient use of federal, state, and local resources for project activities.

Grant Number: H323A000016

Minnesota Statewide Systems Change Alliance in Special Education

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The Minnesota Statewide Systems Change Alliance is a collaborative partnership of parents, state and local education agencies, institutions of higher education, community service providers, and other organizations committed to implementing initiatives that will lead to measurable changes in the statewide system of special education. The goal of the Alliance is to create a comprehensive, integrated service delivery system of highly skilled personnel who will work together, along with parents, to ensure that students with disabilities are provided full access to general education programs.

Method: To guide its activities, the Alliance has adopted a model based on information obtained from statewide needs assessments as well as strategic goals identified by parent and professional groups. The model reflects priorities in three areas: facilitating access to general education curriculum and achieving results; implementing a coordinated, multidisciplinary interagency service system; and ensuring the availability of a qualified special education workforce. These areas represent the general framework from which all professional development and dissemination initiatives have been designed and will be implemented.

Products: The cadre of trainers trained by the project will provide ongoing staff development to increase collaboration between general and special education within the state. The project will develop training modules that outline a process to help teachers include graduation standards in IEPs or individual interagency plans. An interagency task force created by the project, which includes parents, advocates, and representatives from state agencies, will work together to design a school and community change model emphasizing interactive mastery, verbal persuasion, and vicarious experience. This model will be developed into a training manual; other training publications will be created and dissemination activities conducted regarding assistive technology planning.

Grant Number: H323A000017

North Dakota State Improvement Grant Project

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: Through the systematic analysis of a wide range of needs assessment data, the North Dakota Department of Public Instruction and its State Improvement Grant (SIG) Partners have established three goals to improve the results for children and youth with disabilities: 1) to have the necessary personnel to ensure effective services for children and youth with disabilities; 2) to have preservice and professional development systems that will build capacity of general education, special education, educational administration, related services personnel, and families to ensure quality education for all students in the least restrictive settings; and 3) to have youth with disabilities attain positive post-school results through consistent statewide transition planning and implementation.

Method: To provide the necessary personnel with preservice and professional development, the SIG Partners will develop a coordinated approach to meeting these needs statewide, including participation of the Partners in a leadership academy, roundtables, and numerous collaborative training activities. Pilot sites will be selected for the training and they will receive support in planning and implementing comprehensive school improvement strategies that are data-based and support access to the general education curriculum for all students. The sites will serve as the geographic focus of training that will result in a cadre of field-based consultants and in an increase in local capacity to provide technical assistance to school personnel. Additionally, a roundtable of the Partners will offer minigrants for parent and family participation in various activities, including co-training.

Products: Building on existing resources, the project will provide multiple approaches for delivery of continued technical assistance and training for service providers in a rural state through use of electronic technology and interactive television. Formal mentoring relationships will sustain and support first-year special education teachers throughout the state in a Resident Teacher Program. A network of field-based consultants will be established in each region of the state, not limited to public school personnel, but inclusive of other agencies.

Grant Number: H323A000019

Oklahoma State Improvement Grant

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The purpose of the Oklahoma State Improvement Grant (SIG) is to promote a systems change effort to ensure that all personnel who work with children with disabilities are prepared and supported in providing a high quality education. The plan for Oklahoma's state improvement grant includes two major goals: 1) prepare children and youth with disabilities to meet the challenging state standards and make successful transitions to adult life through the establishment of a sustainable model of personnel preparation and professional development; and 2) ensure an adequate supply of qualified personnel to address regional shortages and to meet the needs of children and youth with disabilities by strengthening an infrastructure to support a comprehensive, coordinated system of recruitment, retention, and retraining activities.

Method: To achieve the first goal, multiple partnerships will be established between the state education agency (SEA), families, institutions of higher education (IHEs), local education agencies (LEAs), and communities, to more effectively prepare and support inclusive personnel at both the IHE and LEA levels through the redesign of the content and delivery of preservice personnel programs and the creation of regional professional development schools within LEAs. To achieve the second goal, existing recruitment, mentoring, and other teacher support activities will be expanded. A broad-based state level committee will be established to study issues in the area of recruitment, retention, and retraining and make recommendations regarding special education and related service personnel needs in the state.

Products: The project will produce systems change in personnel preparation and significant improvement in Oklahoma's personnel development infrastructure. The overall model and strategies for achieving these goals are research-based and provide for translation of research to practice in personnel preparation.

Grant Number: H323A010003

Wyoming State Improvement Grant "Project Readiness"

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: The Wyoming State Improvement Grant (WySIG) will build a systemic reform approach to ensure that all students, including students with special needs, actively participate in the regular classroom as Wyoming moves to a rigorous, standards-based educational system. Students with disabilities will receive the core educational services and programs that will enable them to master all of the state standards, beginning with the graduating class of 2005 and beyond.

Method: The four basic components of this reform approach involve: 1) improving the preservice and inservice training for teachers of Wyoming's students with disabilities; 2) recruiting and training qualified personnel to meet the needs of Wyoming's students with disabilities; 3) providing Wyoming's parents with learning tools to effect school reform; and 4) creating partnerships to implement this reform project. The project will integrate these four diverse components into an effective vehicle for educational reform in the best interests of Wyoming's students with disabilities. To achieve the vision, changes will be made at the school, local education agency, and the state level to help students.

Products: All initiatives for this project begin and end with the standards. The project begins by identifying the needs of the student with a disability and then proposing and executing activities that ultimately help that student meet the standards all other students are expected to meet. The ultimate outcome is to change policy at the state level by involving all the stakeholders and increasing the effectiveness of inclusive classroom practices by educators.

Grant Number: H323A010005

Florida's State Improvement Grant

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: The purpose of Florida's State Improvement Grant (SIG) is to improve results for students with disabilities by increasing the state's capacity to recruit, prepare, and retain sufficient numbers of qualified personnel to provide effective instructional and related services.

Method: The project consists of three major goals to accomplish this purpose: 1) ensure that sufficient numbers of qualified personnel are available in all regions of the state to provide effective instructional and related services; 2) enhance the capacity of colleges of education and departments of special education to increase the quality of personnel preparation programs through the development and implementation of Faculty Innovation Institutes; and 3) support the participation of the state's Parent Training and Information Center (operated by the Family Network on Disabilities) in collaborative opportunities designed to increase the quality and availability of special education and related services personnel.

Products: The SIG will work with the existing system of the nine regional Comprehensive System of Personnel Development (CSPD) Professional Development Partnerships. Each Partnership will design and implement activities to increase recruitment and retention of special education personnel (including administrators, teachers, paraprofessionals, and related service providers) into the profession. Through the design and implementation of annual Faculty Innovation Institutes, the project will provide teams of general and special education faculty from the state's universities and colleges with information and skills to increase the capacity of preservice preparation programs to provide effective, needs-based, research-validated personnel preparation.

Grant Number: H323A010006

State Improvement Grant for Special Education

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: New Jersey's State Improvement Grant is responsive to the challenge identified through the self-assessment process of the New Jersey Department of Education's Office of Special Education Programs, recent federal compliance reviews, and the vision of key self-assessment stakeholders: to maximize the development and learning of children and youth with disabilities ages birth to 21.

Method: The project goals include: 1) creating positive and effective school environments that promote participation of students with disabilities in the general education curriculum and in academic, nonacademic, and extracurricular programs and the school community, and that promote successful transition of students with disabilities to adult life and community inclusion; 2) creating positive and effective school environments that foster collaboration with families of students with disabilities; 3) fostering the successful transition of children with disabilities from early intervention to preschool programs; and 4) recruiting general and special education personnel prepared to educate students with disabilities in inclusive programs.

Products: The New Jersey State Improvement Grant will contribute to comprehensive statewide systems change regarding access, equity, and positive outcomes for students with disabilities.

Grant Number: H323A010011

Circle of Commitment: New Mexico State Improvement Grant

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: This State Improvement Grant creates the structural changes that New Mexico (NM) needs at state, regional and local levels to ensure that systemic improvements will occur. The four goals are: 1) build state education agency capacity for system alignment; improve student access, participation, and progress in general education; and provide FAPE; 2) establish a statewide system of personnel development and address under-representation in the professional education workforce; 3) improve student outcomes and support high needs districts; and 4) improve family and student participation and leadership in systemic reform.

Method: To align special and general education personnel development and improvement goals, local efforts must simultaneously be facilitated and guided at the regional and state levels. This three-tiered structure for change—local, regional, and state— will link reform strategies and ensure that systemic change will be sustained. Local level strategies will improve the school-level EPSS (Education Plans for Student Success) and include students with disabilities in the system of school improvement and accountability. At the regional level, the Regional Education Centers/Regional Cooperative Centers will be linked and coordinated with institutions of higher education to create an unprecedented partnership with local districts and parent training and information centers for system-wide personnel development. At the state level, a Personnel Development Mega-Council will be formed, with local and regional representation. Together these partnerships will provide a regional learning and support community, a state-wide train-the-trainer institute, and local district Professional Development Teams, to create a continuum of personnel development opportunities from initial recruitment, to preservice preparation, to school district induction, to continuing development. Ten "Pioneer" districts have been selected to serve as demonstration sites for several initiatives, so that specific reform strategies can be validated before they are replicated statewide.

Products: The project will create a coherent set of strategic goals and actions that will impact priority student, family, and personnel outcomes. By involving families and consumers as meaningful partners with state and local leaders in systemic reforms, project results will be sustained and strengthened beyond the project period.

Grant Number: H323A010012

Connecting IDEAs Project

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: The mission of the Connecting IDEAs Project (CIP) is to initiate, develop, and maintain a system for improving results of special education services in Washington. The goals that will guide the work of the partnership to meet the state's mission and to build capacity to improve results for children and youth with disabilities are as follows: 1) improve the academic performance of students receiving special education services; 2) improve the post-school performance of students receiving special education services; 3) ensure that eligible special education students receive a free appropriate public education; 4) enhance preservice preparation opportunities for all personnel; 5) enhance inservice preparation activities; and 6) retain and enhance skills of existing special education personnel.

Method: Washington State has developed a comprehensive set of performance standards, the Essential Academic Learning Requirements (EALRs). The Washington Assessment of Student Learning (WASL) measures student performance towards the EALRs. Students with disabilities are expected to meet the EALRs and participate in the WASL, as appropriate. In order to ensure that children and youth with disabilities participate and succeed in achieving the EALRs, a partnership will facilitate and strengthen the educational systems needed to support these children and youth. The partnership includes Washington's Parent Training and Information Center, institutions of higher education (IHEs), Educational Service Districts (regional), local education agencies, and many others. As the system changes, other individuals and organizations with expertise will be identified and invited to join the partnership to ensure continuation and refinement of the system well beyond the funding period of the grant.

Products: CIP products will be: 1) demonstration sites focusing on research to practice, 2) county community councils focusing on secondary transition; 3) IHE and demonstration site links focusing on preservice education; 4) a training clearinghouse focusing on inservice education; 5) an online academy focusing on recruitment and retention; 6) a mentorship program to improve retention; and 7) a cadet training program to improve recruitment. The anticipated results will be a coordinated system to support children and youth with disabilities which will ultimately benefit also their families, education and service providers, professional development providers, organizations representing individuals with disabilities, and local communities.

Grant Number: H323A010013

Oregon's Special Education State Improvement Plan: Project PURSUIT (Providing Ultimate Results for Students Using Improved Teaching)

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: Oregon's State Improvement Plan for Special Education — Project Pursuit — will support partnerships to achieve these three goals: 1) improve reading achievement for students with disabilities; 2) have greater access to the Oregon Statewide Assessment System at their appropriate instruction levels for students with disabilities; and 3) recruit and retain highly qualified special education personnel.

Method: To arrive at these goals, four distinct needs were identified by educators and parents, and were informed and driven by data provided by the Teacher Standards and Practices Commission, the Oregon University System, and the Oregon Department of Education. The four needs are the following: 1) children with disabilities demonstrate low levels of achievement in reading; 2) children with disabilities have low levels of participation in statewide assessments and those who participate demonstrate poor performance in assessments; 3) teacher attrition in general and special education remains high and is growing; and 4) teachers are in great need of strategies for differentiating instruction, increasing participation in assessment, and teaching reading.

The partnerships carrying out the work will involve the Oregon Department of Education, five campuses of the Oregon University System (the University of Oregon, Portland State University, Eastern Oregon University, Western Oregon University, and Southern Oregon University), five education service districts, local school districts, and the Coalition in Oregon for Parent Education.

Products: This project will improve the identification and diagnosis of reading difficulties in students with disabilities, improve reading instruction, include greater numbers of these students in the Oregon Statewide Assessment System, and support recruitment and retention efforts statewide.

Grant Number: H323A010015

Maine State Improvement Plan

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: Like many states, Maine is currently addressing educational reform, focused on "The Learning Results," among the highest standards in the nation. This State Improvement Grant will fully integrate special education personnel, services, and students with disabilities and their families into Maine's systemic efforts.

Method: The project will carry out the following activities: 1) improve the participation and performance of students with disabilities in Maine's Learning Results; 2) increase parent education, support, satisfaction, and involvement in Maine's initiatives at the local, district, regional, and state levels; 3) improve Maine's system of recruitment, retention, and certification of special education personnel; 4) improve the ongoing professional development of parents and educators; and 5) build the capacity of Maine's educational accountability system to address state performance goals and indicators. Professional development activities will be delivered through regional partnerships involving the Maine Department of Education, school districts, inservice providers and institution of higher education.

Products: As a result of this project, increasing numbers of students with disabilities will: 1) meet the Learning Results; 2) graduate from high school; and 3) enter postsecondary education and employment. More families with children with disabilities will be actively involved in their children's education and in professional development activities. The quality of Maine's educational personnel will improve. Maine's educational accountability system will improve its collection, analysis, and use of data at school, district, and state levels.

Grant Number: H323A010017

New York State Improvement Grant

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: New York's State Improvement Grant (SIG) will address the need to: 1) reduce the performance gap in educational achievement between general education and special education students in high-need and low-need districts; and 2) reduce or eliminate the disproportionality of language and ethnic minority students in classification and placement practices.

Method: In those cases where both low performance and disproportionality occur, there is a likelihood that the root causes on both are the same. They include the lack of parental involvement and effective home-school collaboration models; poor use of local data to analyze needs and develop appropriate goals/benchmarks; inadequate district and building policy for teaching reading and math; inappropriate evaluation tools, techniques, and interpretation of results of language and ethnic minority students; inadequate prereferral strategies; inadequate coordination of mental health programs including behavioral interventions and strength-based planning; inadequate IEP development; and a high turnover rate of teachers and leadership personnel. To effect systems change, three SIG teams consisting of four professionals each will be established statewide to provide ongoing regional training on specific topics associated with low performance and disproportionality. Targeted districts and schools in need of improvement will receive intensive (up to 20 days per district) on-site, job-embedded training from SIG teams tailored to the unique goals and expected outcomes of each district/school. Three cohorts of approximately 45 school districts each, including all major urban areas, will receive funding for two-year cycles to participate in the project. These districts have over 50 percent of the students with disabilities in the state.

Products: Targeted districts will provide personnel development programs based on a comprehensive district planning process for both general education and special education, which will include a personnel development plan for all paraprofessional and professional staff in the district. Targeted districts will develop and implement comprehensive plans in partnership with institutions of higher education, parent information and training centers, and other state agencies involved with the education of students with disabilities. Faculty of institutions of higher education with teacher training programs will also be provided with training on topics associated with root causes of disproportionate representation and low achievement, for inclusion in teacher training programs.

Grant Number: H323A010019

Louisiana's State Improvement Grant (LaSIG)

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: This project seeks three broad outcomes in participating schools and districts: 1) increase the number and quality of general and special education teachers, related service personnel, administrators and other staff; 2) increase the access to and participation of children and youth with disabilities and their families in appropriate and effective special education services and supports; and 3) increase and improve the learning results of children and youth with disabilities.

Method: With local and state partners, the project will address these outcomes through seven targeted objectives that: 1) align and coordinate all current Professional Development offerings; 2) support local schools in targeted districts to design, implement, and evaluate local agendas of school improvement that blend general and special education reform initiatives; 3) improve the technology infrastructure available to districts/schools; 4) create initial teacher education programs that integrate the preparation of general and special educators; 5) improve literacy and numeracy offerings and outcomes for students with disabilities in targeted districts; 6) decrease the overrepresentation of minority students in special education; and 7) improve family/school linkages in general and special education.

Products: The value added by LaSIG will be the expansion of many current initiatives to more completely address the needs of students with disabilities and their families as well as specific critical issues not currently being addressed (e.g., improved access and participation of families; overrepresentation of minority students in special education).

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EFF-089 (9/97)